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IDENTIFIERS	*North Carolina (Richmond County)

ABSTRACT

This report describes how the Richmond County, North Carolina, Tech Prep demonstration project developed a model program with the following objectives: (1) market the Richmond Tech Prep model in every state; (2) disseminate information to at least 3,000 new persons from other states; (3) maintain assistance to previous adopters; (4) provide technical assistance through dissemination and demonstration to establish at least 20 new Tech Prep consortia; (5) maintain and improve the Richmond model and results; (6) revise existing materials and prepare new ones; and (7) conduct a third party evaluation of the Richmond model and the demonstration project. The performance report provides details of nationwide marketing of the model through exhibits and presentations at national and statewide conferences and various state sites and through a mailing of a project portfolio containing generic, results, career pathways, apprenticeship, and implementation components brochures. Dissemination activities included conferences, workshops, and meetings at which presentations were made to over 16,000 persons. Continued technical assistance involved telephone assistance, mailing copies of materials, and local site visits. Technical assistance was provided through dissemination and demonstration strategies to establish 20 new tech prep consortia adoptees. Activities to maintain and improve the model included a third-party evaluation and staff training, such as a School-Business-Industry Collaboration (SBIC) integration curriculum development workshop. The project also revised existing materials and prepared new brochures, negotiated for a third-party evaluation, and prepared a final financial report. Appendixes to the 38-page report include the following: printouts from databases created to document project activities; personnel vitae; conference registration listings and agendas; correspondence; National Diffusion Network submission for the Program Effectiveness Panel validation; SBIC materials; results of a K-14 articulation/curriculum standards review; project brochures; and the external evaluation report. (YLB)

U. S. DEPARTMENT OF EDUCATION

DEMONSTRATION PROJECT AWARD

NO. V248A20022

INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING

(Model TECH PREP Education Project)

Richmond County Schools, North Carolina

FINAL PERFORMANCE AND FINANCIAL REPORT

SEPTEMBER 1, 1995

Submitted: Myrtle D. Stogner, Project Director

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RICHMOND COUNTY
Tech Prep
ASSOCIATE DEGREE
AN EDUCATIONAL FOCUS FOR THE MAJORITY

U. S. DEPARTMENT OF EDUCATION

DEMONSTRATION PROJECT AWARD

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(Model TECH PREP Education Project)

Richmond County Schools, North Carolina

FINAL PERFORMANCE REPORT

SEPTEMBER 1, 1995

Submitted: Myrtle D. Stogner, Project Director

INTRODUCTION

The Richmond County Schools, North Carolina, Model Tech Prep Education Project funded by the U. S. Department of Education grant award No. V248A20022 operated from January 1, 1993 until June 30, 1995. The project was housed in the office being used as the North Carolina Tech Prep Leadership Center in the Hugh Lee Building on the Richmond Community College campus in Hamlet, North Carolina.

The Richmond County site has been pleased to serve in this role, to report successes and will also painfully present less successful efforts.

The project requested and received two no cost extensions to complete several activities already in progress. The first request was to extend until March 31, 1995 and then to extend through June 30, 1995.

Databases were created to document activities of the project. See Appendix A.

The costs of operation of the office have been limited to telephone, staff, dissemination and other operational costs with no physical plant costs. Richmond Community College has graciously housed the Tech Prep Center since 1988.

Model Tech Prep Education Project
Richmond County Schools, North Carolina
January 1, 1993 - June 30, 1995

Project Objectives

The objectives of this demonstration project were to:

- "market the Richmond Tech Prep model in every state;
- disseminate information to at least 3,000 new persons from other states;
- maintain continued assistance to previous adopters;
- provide technical assistance through dissemination and demonstration strategies to establish at least twenty new Tech Prep consortia adopters;
- maintain and improve the Richmond model and results
- revise existing materials and prepare new ones
- conduct a third party evaluation of;
  (1) The Richmond model,
  (2) The Demonstration project (dissemination activities)."

Personnel

- Mrs. Myrtle D. Stogner served as Project Director for the entire time 1993-1995. Mrs. Stogner had been involved in the development of the model during her term as Director of Vocational Education for Richmond County Schools 1976-1988. Her employment was on a part time contractual basis.

- Ms. Linda Keaton served as Assistant Project Director/Consultant from April, 1993 until October, 1993. Ms. Keaton resigned to accept another position.

Mrs. Lori Williams served as Administrative Assistant from January, 1993 until September, 1993. She resigned to accept a position with the college.

Mrs. Rose Avant served as Consultant's Secretary from June, 1993 until September, 1993 and subsequently became Administrative Assistant on September, 1993 and has remained in that position through June, 1995.

Ms. Crystal Butler was employed November, 1993 until June, 1994 as Clerical Assistant.

Ms. Lynzetta Little was employed June, 1994 through June, 1995 as Clerical Assistant.

Project Staff (paid from other funds)

- Mrs. Sarah Hamilton served as Science Consultant for the project 1993-1994 and was paid from North Carolina National Science Foundation funds.

- Mrs. Yvonne Jordan served as Mathematics Consultant for the project 1993-1994 and was paid from North Carolina National Science Foundation Funds. She now serves as Math/Science Curriculum Supervisor for Richmond County Schools.

- Dr. M. Douglas James, Superintendent, Richmond County Schools was the leading administrator in the development and implementation of the Tech Prep concept in Richmond County. Dr. James served the project January, 1993 through June, 1994 when he accepted a new position as Superintendent of Lenoir County Schools in Kinston, North Carolina.

- Mr. Herman A. Williams had served as Associate Superintendent during Dr. James' term as superintendent and was named Superintendent of Richmond County Schools in December, 1994. He continues in that position.

- Mr. Joe Grimsley, President of Richmond Community College has served the project 1993 - 1995. He was president during the development and implementation of the concept and continues in that position.

- Mrs. Martha M. Webb has served the project as Director of Vocational Education for Richmond County Schools 1993-1995.

- Dr. Diane Honeycutt has served the project as Executive Vice President for Administration for Richmond Community College 1993-1995.

- Mr. Ralph Robertson has served the project as Principal of Richmond Senior High School 1993-1995.

- Mr. David Adeimy has served the project as Vice President for Instruction at Richmond Community College 1993-1995.

- Dr. Trent Strickland has served the project as Director of Pupil Services for Richmond County Schools 1993-1995.

- Dr. John Wester has served the project as Vice President of Student Development at Richmond Community College 1993-1995.

Promotions and "soft money" issues have largely accounted for personnel changes.

- See Appendix B

* OBJECTIVE # 1 - MARKET THE RICHMOND COUNTY, N.C. TECH PREP MODEL IN EVERY STATE.

Nationwide marketing of the model has been done through:

(1) Exhibits and presentations at national and statewide conferences:

2/1/93	Atlanta, GA, Georgia Tech Prep Conference
2/19/93	Berkeley, CA, National center for Research in Vocational Education
2/25/93	Lake Ozark, MO, Missouri State Tech Prep Conference
3/15/93	Washington, DC , U. S. Department of Education
3/28/93	Anaheim, CA, National School Boards Association
4/5-6/93	Fargo, ND, North and South Dakota Tech Prep Leadership Seminar
4/19-20/93	Baltimore, MD, Maryland Tech Prep Leadership Seminar
4/28-30/93	Portland, OR, American Association of Community Colleges
5/2-4/93	Aneheim, CA, National Tech Prep Network Conference
5/24-25/93	Des Moines, IA, Lowa Tech Prep Leadership Seminar
6/16-17/93	Hastings, NE, Nebraska Tech Prep Conference
6/21/93	Jackson, MS, Mississippi Tech Prep Consortia Leaders
7/12-23/93	Berkeley, CA, National Center for Research in Vocational Education, Urban Schools Institute
7/19/93	Washington, DC, League for Innovation In Community Colleges
8/4/93	Starkville, MS, Mississippi State Instructional Conference
8/9/93	Atlanta, GA, State of Georgia Department of Education
9/25-28	Atlanta, GA, National Tech Prep Network Conference
11/7-8/93	Columbus, OH, Ohio State Tech Prep Conference
11/18/93	Savannah, GA, Georgia Tech Prep Conference
12/3-6/93	Nashville, TN, American Vocational Association
1/31/94	New Orleans, LA, League for Innovation in the Community College
2/14-15/94	Washington, DC, NDN Conference
2/21-22/94	New Orleans, LA, NASSP Convention
3/6/94	Chicago, IL, NCRVE
3/30/94	Anaheim, CA, NSTA Convention
4/6-8/94	Washington, DC, AACC Annual Meeting
4/10-12/94	Baltimore, MD, NTPN Convention
6/18-22/94	San Diego, CA, AHEA
7/22-27/94	Berkeley, CA, NCRVE
8/4-6/94	Washington, DC, Jobs for the Future
9/20/94	Boston, MA, Mathematics Forum for Business & Education Leaders
10/28/94	Minneapolis, MN, NTPN Convention
11/16/94	Washington, DC, Congressional Briefing
11/16/94	Washington, DC, World Bank

12/1-2/94	Austin, TX, NDN
12/7-10/94	Dallas, TX, AVA
12/12-13/94	San Antonio, TX, Association of Colleges & Schools
1/26/95	Atlanta, GA, SERVE, Quality Assurance Seminar on Apprenticeship
2/11-15/95	Washington, DC, Presentation to State Facilitators for NDN
3/5-7/95	Washington, DC, AVA National Policy Seminar
3/10-12/95	Arlington, VA, NCRVE, Urban Schools Network
4/20/95	Cheyenne, WY, Wyoming Department of Education
5/5/95	Gulfport, MS, Mississippi Gulf Coast Community College

(2) At Site and Richmond County on-site presentations:

1/15/93	Bridgewater, VA
1/18/93	Mercer County, PA
1/21/93	Waco, TX
1/28/94	Charlotte, NC
1/28-29/93	Bismarck, ND
2/11/93	Huntington, NY
2/15/93	Topeka, KS
3/1/93	Washington, DC
3/17/93	McKeesport, PA
3/22/93	Alexandria, VA
4/2/93	Virginia Beach, VA
4/8/93	Dayton, OH
4/26/93	Portland, OR
5/17/93	Phoenix, AZ
5/27/93	Moberly, MO
6/18/93	St. Louis, MO
7/28/93	Henderson, KY
8/9-10/93	Springfield, MO
8/10/93	Harrisburg, IL
8/11/93	Matton, IL
8/12/93	Kankakee, IL
8/13/93	Centralia, IL
9/7-10/93	Lima, OH
9/11/93	Springfield, MS
9/25-28/93	Atlanta, GA
10/11/93	Middleton, OH
10/11/93	Big Stone Gap, VA
11/4/93	Harrisonburg, VA
11/17/93	Savannah, GA
11/30/93	Ellisville, MS
1/4-5/94	Poplar Bluff, MO
1/30/94	Baytona Beach, FL
2/1/94	Las Cruces, NM
2/7/94	Grand Rapids, MI
2/22/94	New Orleans, LA
3/5/94	Chicago, IL
6/9/94	Fort Collins, CO
8/2/94	Greensboro, NC

10/10/94	Dalton, GA
10/11/94	Hamlet, NY
10/22/94	Albany, NY
4/13/95	Cheyenne, WY

(3) North Carolina State Tech Prep Conference:

9/19-21/93	845 participants from the following states; Alabama, Georgia, Kansas, Maryland, Michigan, Mississippi, North Carolina, New York, Ohio, Oregon, South Carolina, Virgina, Washington.
9/14-16/94	750 participants from the following states; Alabama, California, Canada, Distric of Columbia, Florida, Georgia, Illinois, Kansas, Louisiana, Massachusetts, Maryland, Michigan, Minnesota, Mississippi, North Carolina, New York, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Virgina, Wyoming.

See Appendix C

(4) A project portfolio containing generic, results, career pathways, apprenticeship, implementation components brochures was mailed during May 1994:

all Chief State School Officers,
State Presidents of all Community Colleges Systems,
and to State National Diffusion Network Faciliators in every state.

See Appendix D

Materials being used for all marketing, dissemination, demonstration, and adopter recruitment activities are packaged in a portfolio that includes: (1) generic brochure; (2) course of study matrix (open door); (3) school district goals report; (4) Tech Prep results; (5) parent brochure; (6) course of study commitment; (7) implementation plan; (8) center services; (9) Tech Prep Completer; (10) youth apprenticeship program. Four videos are also used: (1) Tech Prep Associate Degree (a generic video - 19 min.); (2) Tech Prep - A Great Choice (student recruitment - 11 min.); (3) Tech Prep - The Future Is Now (an educational leadership motivational video - 5 min.); and (4) Tech Prep - An Education That Works (R. J. Reynolds-business/industry video - 10 min.). These videos were produced earlier.

Objective #1 was completed.

* OBJECTIVE # 2 - DISSEMINATE INFORMATION TO AT LEAST 3,000 NEW PERSONS FROM OTHER STATES.

Dissemination activities have included conferences, workshops, meetings at which presentations on the total model were made to audiences of administrators, faculty members, both academic and vocational staff, secondary, postsecondary and business/industry leaders. Most of the presentations have been made by the Project Director with some by the Superintendent, President, Director of Vocational Education, Principal of the High School, Vice President for Administration and Assistant Project Director. The following presentations have been made:

Date	Activity	Attendees
1993		
1/15	Bridgewater, Virginia - Sharon Menefee	1
1/18	Mercer County, PA	75
1/21	Meeting of all demonstration projects; Waco, TX	25
1/28	Charlotte/Mecklenburg Tech Prep Conference	500
1/28,29	North Dakota Showcase of Excellence; Bismarck, ND	200
2/1	Georgia Tech Prep Conference; Atlanta, GA	150
2/11	Huntington, NY, Tech Prep Consortia Leadership Teams	150
2/15	Kansas Area Technical School; Topeka, KS	150
2/19	National Center for Research in Vocational Education - Mentor for Urban Schools Tech Prep Institute; Berkeley, CA (plans for 1993)	40
2/25	Lake Ozark, MO - Missouri State Tech Prep Conference	175
3/1	American Vocational Association Policy Seminar - Washington, DC	250
3/15	U. S. Department of Education Meeting; Washington, DC	25
3/17	Penn State University; McKeesport, PA Southwest Rural Tech Prep Consortium;	50
3/22	Alexandria/Arlington, Virginia Northern Virginia Tech Prep Consortium;	100
3/28	National School Boards Association; Anaheim, CA	400
4/2	Tidewater Community College; Virginia Beach Virginia	100
4/5,6	North and South Dakota Tech Prep Leadership Seminar; Fargo, ND	100
4/7	Iowa Tech Prep Conference	125
4/8	Dayton, Ohio Consortia	75

4/19,20	Maryland Tech Prep Leadership Seminar; Baltimore, MD	325
4/26	U. S. Department of Education Demonstration Project Meeting; Portland, OR,	
4/28,29,30	American Association of Community Colleges; Portland, Oregon	700
5/2,3,4	National Tech Prep Network Conference; Pre Conference Seminar; Conference presentation on Tech Prep Evaluation; Anaheim, California	400
5/17	Nancy Dillon - Tech Prep Coordinator Phoenix, Arizona (in Hamlet)	1
5/24,25	Iowa Tech Prep Leadership Seminar; Des Moines, Iowa	175
5/27	Moberly, Missouri Tech Prep Consortia	75
6/10	Texas A & M Tech Prep Research; Electronics Curriculum Review	1
6/16,17	Nebraska Tech Prep Conference; Hastings, NE	250
6/18	St. Louis Consortia; St. Louis, MO	200
6/21	Mississippi Tech Prep Consortia Leaders; Jackson, MS	90
7/12,23	Tech Prep Planning and Implementation mentor for Urban Schools, NCRVE; Berkley, CA	250
7/19	League for Innovation In Community Colleges; Washington, DC	90
7/28	Technical Assistance, Henderson County Board of Education; Henderson, KY (in Hamlet, NC)	1
8/4	Mississippi State Instructional Conference; Starkville, MS	300
8/9	Present the Richmond Tech Prep Model, State of Georgia Dept. of Education; Atlanta, GA	300
8/9,10	Disseminate Richmond Model, Ozark Technical Community College; Springfield, MO	200
8/10	Tech Prep Overview; Southern Illinois Community College; Harrisburg, IL	300
8/11	Overview of Tech Prep Components; Matton, IL	500
8/12	Overview of Tech Prep Program; Kankakee Community College; Kankakee, IL	400
8/13	Overview of Tech Prep Program; Kaskaskia College; Centralia, IL	450
9/7,10	Technical Assistance; Public Schools/Community Colleges; Lima, OH (in Hamlet, NC)	1
9/11	Present Tech Prep Model, Springfield Schools, Springfield, MS	25
9/25,28	Student Representative (Audrey McCain) Part of Opening Session, NTPN Conference; Atlanta, GA	3000
9/25,28	Business Representative (Jimmy Blair, Burlington Industries) Round Table NTPN Conference; Atlanta, GA	200
9/25,28	Disseminate Successful Practices of the Richmond Model, NTPN Conference; Atlanta, GA	200
9/28	Integrating SCANS into the Tech Prep Curriculum, NTPN Conference; Atlanta, GA	30
10/11	Present Richmond Tech Prep Model; Middleton	175

	Career Center, Middleton, OH	
10/11	Guidance Component, Mountain Empire Community College, Big Stone Gap, VA	50
11/4	Disseminate Richmond Model, Harrisonburg Schools; Harrisonburg, VA	125
11/7,8	Present Richmond Model, Ohio State Tech Prep Conference; Columbus, OH	200
11/17	Presentation "Tech Prep-What It Is and What It Is Not", Georgia Tech Prep Conference; Savannah, GA	250
11/18	Present Richmond Tech Prep Model Evaluation, Georgia Tech Prep Conference; Savannah, GA	250
11/30	Disseminate Successful Practices of Richmond Model, Jones County Junior College; Ellisville, MS	120
12/3,6	AVA Convention Demonstration Exhibits; Nashville, TN	500
12/21	Interview with Kay Trinkle RE Tech Prep Implementation, University Of IL; Champlain, IL	1

1994

1/4,5	Three Rivers Community College; Poplar Bluff, MO	250
1/30	Selma Publishers; Daytona Beach, FL	15
1/31	League for Innovation in the Community College; New Orleans,LA	41
1/31	Dona Ana Branch Community College; Las Cruces, NM	25
2/1	Dona Ana Branch Community College; Las Cruces, NM	125
2/1	Dona Ana Branch Community College; Las Cruces, NM	75
2/7	Michigan Department of Education TP Conference; Grand Rapids, MI	85
2/8	Michigan Department of Education TP Conference; Grand Rapids, MI	65
2/14,15	NDN Conference; Washington, DC	2
2/21,22	NASSP Convention; New Orleans, LA	225
2/22	Delgado Community College; New Orleans, LA	110
2/22	Rabouin High School; New Orleans, LA	80
3/5	NCRVE; Chicago, IL	65
3/6	NCRVE; Chicago, IL	70
3/30	NSTA Convention; Anaheim, CA	
4/6,8	AACC Annual Meeting; Washington, DC	300+
4/10	NTPN Convention; Baltimore, MD	15
4/11	NTPN Convention; Baltimore, MD	125
4/12	NTPN Convention; Baltimore, MD	45
6/9	Poudre School District R-1; Fort Collins, CO	5
6/18-22	AHEA; San Diego, CA	84
7/22-27	NCRVE; Berkeley, CA	50
8/2	NC Vocational Educational Summer Workshop; Greensboro, NC	75
8/4-6	Jobs For The Future; Washington, DC	30
9/20	Mathematics Forum for Business & Education Leaders; Boston, MA	70
10/10	Whitfield County Schools; Dalton, GA	75
10/11	Vatavia High School; Hamlet, NY	2

10/22	Nassau County TP Consortium; Albany, NY	60
10/28	NTPN Convention; Minneapolis, MN	125
11/16	Congressional Briefing; Washington, DC	25
11/16	World Bank; Washington, DC	20
12/1-2	NDN; Austin TX	80
12/7-10	AVA; Dallas TX	500
12/12-13	Association of Colleges & Schools; San Antonio, TX	75

1995

1/26	SERVE, Quality Assurance Seminar on Apprenticeship; Atlanta, GA	10
2/11-15	Presentation to State Facilitators for NDN; Washington, DC	75
3/5-7	AVA National Policy Seminar; Washington, DC	25
3/10-12	NCRVE, Urban Schools Network; Arlington, VA.	125
4/13	Planning for Wyoming presentation with Anne Crabbe; Cheyenne, WY	2
4/20	Wyoming Department of Education; Cheyenne, WY	30
5/5	Mississippi Gulf Coast Community College; Gulfport, MS	150

There were probably a few individuals who were not "new" persons attending these sessions, but most of this 16,000+ were.

Objective #2 was completed.

* OBJECTIVE # 3 - MAINTAIN CONTINUED ASSISTANCE TO PREVIOUS ADOPTERS.

Many consortia members who had previously received technical assistance from the Richmond Model continued to contact the staff for additional assistance as the realization surfaced that Tech Prep must be an ongoing process and not a one-shot approach. After eight years of implementation it is quite clear to us that you have to continue to work to keep the momentum going. A second round of requests emerged especially from sites with leadership problems and a weak commitment to deal with the difficult issues of "changing the way we teach" and "raising the expectations for the Middle Majority". Postsecondary changes emerged as a major challenge.

Telephone assistance, mailing copies of materials and local site visits were the strategies most commonly used to provide this assistance. The following are site visits made as well as North Carolina State Advisory Committee meetings managed:

Date	Activity	Attendees
1993		
1/8	Hosted N.C. Tech Prep Advisory Committee meeting in Rockingham, NC	25
3/2	Interviewed For article For N.C. Rural Economic Development Center, Inc. Newsletter	1
3/8	Assisted With R. J. Reynolds Site Survey For Video Production. The video is to be used with Business/Industry Leaders.	3
3/12	North Carolina Home Economics Association	50
5/21	Tech Prep Conference Planning	5
5/26	Cullman, Alabama - Tech Prep Business, Industry Council, Teachers	100
6/22,23 24,28, 29,30	Assisted In Reviewing Proposal Reports of All North Carolina Carl Perkins Tech Prep Grant Recipients 1992-93.	160
6/25	North Carolina Tech Prep Advisory Committee Meeting in Raleigh, NC	35
7/14	Community Colleges Leadership Institute; Raleigh, NC	35
7/29	Technical Assistance-Physics-Principles of Technology, CIP, Sandhills CC; Southern Pines, NC	2
8/2	Interview for AVA Magazine; Richmond Community College; Hamlet, NC	2
8/6	Local Steering Committee Meeting, Rockingham, NC	25
8/9,10	Present Richmond Tech Prep Model; SW High School High Point, NC	50
8/16	Present Richmond Tech Prep Model; Rowan County Salisbury, NC	150
8/24	Algebra Workshop for Teachers; Bladen County	15
8/30	Applied Math Teachers at East Columbus	1

	High School; Lake Waccamaw, NC	
9/14	Video Tape production for Conference A & V Co; High Point, NC	5
9/15	Richmond Tech Prep Model, Workforce Preparedness Commission; Raleigh, NC	50
9/19,22	Tech Prep Conference; Greensboro, NC	850
9/21	Using Selected CORD Applied Math Units in Algebra; Greensboro, NC	55
9/21	NC State Tech Prep Advisory Committee Meeting; Greensboro, NC	23
9/29,30, 10/1	Mathematics Supervisor's Mini-Conference & NCCTM; Greensboro, NC	50
10/5	NC Commission Workforce Preparedness; Raleigh, NC	50
10/6	Applications in Algebra; Whiteville City Schools; Whiteville, NC	13
10/7	Scoring open ended Algebra 1 Items; Raleigh, NC	50
10/22	Present Tech Prep In NC at Quality Training for Global Competition Meeting; Greensboro, NC	30
10/25	Math, Science Educational Network Meeting; Durham, NC	50
10/26	Applications in Algebra; Whiteville City Schools; Whiteville, NC	13
10/28,29	DPI-Science Tests/Scoring & Disaggregation; NC State University; Raleigh, NC	32
11/5	Science Workshop; Pembroke State University; Pembroke, NC	41
11/9,10	NC Science Teachers Annual Conference, Greensboro, NC	31
11/10	Tech Prep Collaborative Leadership Conference Evaluating and Marketing Tech Prep; Chapel Hill, NC	50
11/11	Math Workshop,Wake County; Raleigh, NC	12
11/15,16	NC School Board Association Meeting; Greensboro, NC	200
11/16	Science Workshop, Guilford County; Greensboro, NC	8
11/22	Urban Schools Tech Prep Coordinators; Asheboro, NC	12

1994

1/11	Urban Schools Coordinators Meeting; Asheboro, NC	8
1/20	State Tech Prep Advisory Committee Meeting;	30
	Sandhills Community College, Pinehurst, NC	15
1/25	NC State University: Raleigh, NC	15
1/15	Bertie County Schools; Windsor, NC	85
2/15	Scotland County Schools; Laurinburg	10
3/3	Tech Prep Conference Planning, Workforce Preparedness Commission; Raleigh, NC	2
3/3	Tech Prep Conference Planning, NC Department of Public Instruction; Raleigh, NC	2
3/4	Hertford County Workforce Development Planning; Williamston, NC	40

3/8	Tech Prep Collaborative Leadership Seminar; Charlotte, NC	30
3/8	Charlotte/Mecklenburg County Schools; Charlotte, NC	22
3/17	NCHEA; Asheville, NC	25
3/25	NC DPI,DCC, & Workforce Preparedness Commission, Tech Prep Conference Planning; Raleigh, NC	6
3/29	Commission on Workforce Preparedness; Durham, NC	200
4/27	Triad Leadership Network; Greensboro, NC	50
5/3	JobReady Conference; Charlotte, NC	90
5/24	State Tech Prep Advisory Board Meeting, Cleveland Community College; Shelby, NC	40
6/14	RJR Awards Review Planning, Pinehurst Hotel; Pinehurst, NC	2
6/14	RJR Awards Review Planning, Holly Inn; Pinehurst, NC	2
6/14	Moore County Schools; Carthage, NC	3
6/14	NC DPI & DCC, Conference Planning; Fayetteville, NC	4
8/2	Tech Prep Conference Planning; Greensboro, NC	6
8/3	NC DCC - Executive Management Leadership Institute; Hamlet, NC	29
8/12	RJR Tech Prep Awards Review; Pinehurst, NC	40
9/14	1994 Tech Prep Conference; Greensboro, NC	750
10/4-5	Innovation & Technology Conference; Winston-Salem, NC	70
10/16-18	NC Community Colleges Instructors Conference; Greensboro, NC	300
10/26	State Tech Prep Advisory Meeting; Greensboro, NC	19
11/3	North Carolina State Board of Education; Raleigh, NC	4
11/14-16	NC School Board Association Conference; Greensboro, NC	300

1995

1/10	NC Department of Public Instruction; Raleigh, NC	2
1/13	NC Legislature, Richard Conder; Hamlet, NC	2
1/19	State Tech Prep Advisory Meeting; Fayetteville, NC	19
1/20	Betty Feezor Foundation Scholarship Meeting; Charlotte, NC	20
1/30	Public Schools of Robeson County Tech Prep Evaluation Refocus; Lumberton, NC	5
2/3	NC Department of Public Instruction; Raleigh, NC	2
2/22	Kim Abrams, Rockingham Junior High School; Hamlet, NC	2
3/1	Tech Prep Implementation, Robeson County Schools; Lumberton, NC	25
3/15	NC Departmnet of Public Instruction; Raleigh, NC	5
3/16-17	Reading for Learning Workshop; Pinehurst, NC	11
3/23-24	Job Ready Tech Prep Regional Conference; Asheville, NC	450
4/7	Rural Economic Development Institute, Work Force Development; Asheboro, NC	45
4/11	Post Secondary Policy Development, NC Department of Community Colleges; Raleigh, NC	2
4/12	Secondary Education Policy Development, NC State Board of Education; Raleigh, NC	2
4/27	NC FHA/HERO State Leadership Conference; Raleigh, NC	100
5/5	NC Department of Public Instruction, NC Department of Community Colleges, Tech Prep Leadership transition to the state agencies; Hamlet, NC	3 the

5/23	State Tech Prep Advisory Committee Meeting; Winston-Salem, NC	32

Some of these may be duplicated but most of these 5000+ are different individuals.

Objective #3 completed.

*** OBJECTIVE # 4 - PROVIDE TECHNICAL ASSISTANCE THROUGH DISSEMINATION AND DEMONSTRATION STRATEGIES TO ESTABLISH AT LEAST TWENTY NEW TECH PREP CONSORTIA ADOPTERS.**

As soon as we knew we would have the project, we began briefly explaining the "adopter" segment of our project at most of our presentations. We prepared and mailed adopter proposals to about seventy five potential sites that requested the information. See Appendix D. We did not exclude anyone from the opportunity and did get most requests from out of state. Two of these were from South Carolina and when we mailed the materials to those sites, we received a call from the U. S. Office of Education that the demonstration site in South Carolina had complained that we were "recruiting" adopter sites in their "territory". I called the persons involved and cleared up the matter but the truth is these people made a written request to be considered. They were not however considered as candidates after this concern emerged.

The following sites requested to be considered:

School/Individual Making Request	City	State
Tananna Valley Campus	Fairbanks	AK
Livingston University	Livingston	AL
Phenix City Public Schools	Phenix City	AL
Shelton State Community College	Tuscaloosa	AL
Little Rock School District	Little Rock	AR
Pine Bluff High School	Pine Bluff	AR
Ozarks Unlimited Resources Coop	Harrison	AR
Tolleson Union High School Dst	Tollison	AZ
Liberty Co. Board of Education	Hinesville	CA
Pinellas Technical Ed Center	St. Petersburg	FL
Polk Community College	Winter Haven	FL
Albany Technical Institute	Albany	GA
Clark County School District	Athens	GA
Clark County Schools	Athens	GA

Paulding County School System	Dallas	GA
Liberty Co. Board of Education	Hinesville	GA
Floyd County Schools	Rome	GA
Thomasville City Schools	Thomasville	GA
Karen Johnson	Freeport	IL
Illinois Eastern Com. College	Olney	IL
Western Illinois University	Macomb	IL
Vincennes University	Vincennes	IN
Marshall County Board of Education	Benton	KY
Marshall County Schools	Benton	KY
Julie Clark	Madisonville	KY
St. Tammany Parish School Board	Covington	LA
Jefferson Parish Public Schools	Harvey	LA
Northeast Louisiana University	Monroe	LA
New Orleans Public Schools	New Orleans	LA
Pearl River High School	Pearl River	LA
St. John Paris Public Schools	Reserve	LA
Northern Maine Technical Center	Presque Isle	ME
Muskegon Community College	Muskegon	MI
Oakland County Tech Prep Consortium	Waterford	MI
Reorganized School District No.1	Charleston	MO
Metropolitan Advanced Tech	Kansas City	MO
Mid-Missouri Tech Prep Consortium	Linn	MO
Choctaw County Voc Center	Ackerman	MS
South Panola High School	Batesville	MS
Clarksdale Public Schools	Clarksdale	MS

East Mississippi Community College	Mayhew	MS
Pearl River Community College	Poplarville	MS
Lamar County Schools	Purvis	MS
Northwest Mississippi Comm. College	Senatobia	MS
Millsaps Vocational Center	Starkville	MS
Mitchell County Schools	Bakersville	NC
Pamlico County Schools	Bayboro	NC
Stokes County Schools	Danbury	NC
Bladen County Schools	Elizabethtown	NC
Pitt County Schools	Greenville	NC
Guilford Technical Community College	Jamestown	NC
Franklin County Schools	Louisburg	NC
Union County Schools	Monroe	NC
Avery County	Newland	NC
Rutherford County	Spindale	NC
Iredell-Statesville Schools	Statesville	NC
Haywood County Schools	Waynesville	NC
Columbus County Schools	Whiteville	NC
Wilkes High School	Wilkesboro	NC
Martin County Schools	Williamston	NC
Bismark State College	Bismarck	ND
Central Community College	Hastings	NE
Consultant for the Human Resources	New York	NY
Montgomery Co. Joint Voc. Sch.	Clayton	OH
Washington State Community Col	Marietta	OH
Northampton Community College	Bethlehem	PA

Central High School	Pageland	SC
Wren High School	Piedmont	SC
Del Mar College	Corpus Christi	TX
Sam Houston High School	Houston	TX
Massanutten Technical Center	Harrisonburg	VA
Cudahy High School	Cudahy	WI
Preston County Schools	Arthurdale	WV
Caver Career & Tech. Ed. Center	Charleston	WV

Each site was mailed a packet of application materials. See Appendix E.

The process did not move on time because we were delayed in hiring the consultant who would have this responsibility. It moved very quickly once the position was filled.

Adoption was based on those whose application was received first and we had ten sites by August 15, 1993 and all twenty by December 31.

The following is the list of "Adopter Sites" as of December 31, 1993.

CONSORTIUM	CONTACT PERSON	CITY/STATE
Columbus Co./Southeastern CC	Macy McRae	Whiteville, NC
Franklin Co./Vance-Granville CC	Barbara Sherrick	Louisburg, NC
Haywood Co./Haywood CC	Leland Blankenship	Waynesville, NC
Iredell-Statesville/Mitchell CC	Sam Kennington	Statesville, NC
Martin Co./Martin CC	Belinda Daniels	Williamston, NC
Mitchell Co./Mayland CC	Tim Hensley	Bakersville, NC
Pamlico Co./Pamlico CC	Beulah Prescott	Bayboro, NC
Rutherford Co./Isothermal CC	Raymond Lyles	Spindale, NC
*Surry-Yadkin-Stokes Co./Surry CC	Robert Holder	Yadkinville, NC
Union Co./Anson CC/Stanly CC	Linwood Ward	Monroe, NC
Pine Bluff HS/Pines Technical Col.	Linda Kittler	Pine Bluff, AR

Clarke Co. School District/Athens Area Technical Institute	James Hanks	Athens, GA
Marshall Co. HS/Murray State Univ. Paducah CC/West KY State Tech Col	Ruth Etta Buchanan	Benton, KY
Northeast Louisiana TP Consortium	Betty Cooper	Monroe, LA
Muskegon TP Connection/Muskegon CC	Carol Maloney	Muskegon, MI
Reorganized School District No.1	Bill Bacchus	Charleston, MO
Clarksdale Public Schools/ Coahoma CC	Bernie Winkel	Clarksdale, MS
East Mississippi CC	Ellen Shaw	Mayhew, MS
South Panola School District/ Northwest MS Community College	Petrecia Williams	Seantobia, MS
Northhampton & Monroe Co./ Northhampton Commmunity College	Laurie Hackett	Bethlehem, PA

*This site withdrew October 27, 1993 stating concerns of meeting adopter site agreement standards.

Summary

Implementation of the Tech Prep concept is a long term project and if it is to be completed, support and technical assistance and monitoring must be provided long term. Our adopter idea was unrealistic in expecting to accomplish so much in such a short time given the way things typically move in education. Resistance to change and leadership commitment are still the major roadblocks and that seems to be true everywhere.

Expectations accompanied by authority to enforce expectations will enable desired results to be achieved. We had expectations but no authority to make it happen.

I am certain that we made a positive impact on every site that we worked with but I fear that long term stability may not be there. As we always do in education, many sites have jumped on the School to Work bandwagon and will move from there to something else as soon as the extra funds are gone. That mind set does not produce the real institutionalization of higher standards for students and improved student achievement.

The most committed leadership was at the Muskegon, Senatobia and Union sites and I believe they are clearly making the most progress.

The following chart summarizes progress to date:

ADOPTER SITE	USING RICHMOND MODEL	TP COURSE OF STUDY BEGINNING FALL 1994	ADMIN., COMMUNITY LEADERSHIP	TOTAL STAFF ORIENTATION	CURRICULUM REVIEW, ARTICULATION INTEGRATION	DEVELOP COURSE OF STUDY	STAFF TRAINING	COMP. CAREER GUIDANCE	MARKETING	EVALUATION
Columbus	X-	X	X-	X	I	X	I	I	X+	I
Franklin	X-	X	X-	X	I	X	I	I	X	NS
Haywood	X	X	X	Inc.	I	X	I	I	X	I
Iredell	NS	X	X-	X	I	NS	I	I	X	NS
Martin	X-	X	X-	X	I	NS	I	I	X	NS
Mitchell	X	X	X-	Inc.	I	X	I	I	X	I
Pamlico	X	X	X	X	I	X	I	I	X	I
Rutherford	X	X	X-	X	I	X	I	I	X	I
Union	X	X	X-	X	I	X	X+	I	X+	I
Surry	Dropped	Out	------	------	-------	----	----	-----	----	-----
Pine Bluff, AR	X	X	X-	X	I	NS	X	I	X	NS
Athens, GA	X	X	X-	X	I	NS	I	I	X	NS
Benton, KY	X	X	X	X	I	X	I	I	X	I
Monroe, LA	NS	NS	NS	X	I	NS	I	I	NS	NS
Muskegon, MI	X	X	X	X	I	X	X	I	X	I
Charleston, MO	X	X	X-	X	I	X	I	I	X	I
Clarksdale, MS	NS	NS	NS	X	NS	NS	NS	NS	NS	NS
Mayhew, MS	X	X	X	X	I	X	I	I	X	NS
Senatobia, MS	X	X	X	X	I	X	I	I	X	I
Bethlehem, PA	X	X	X	X	I	X	I	I	X	I

X = yes
X- = questionable commitment
NS = not sure
I = initiated - ongoing

Recommendation - Sites need 10 year support and monitoring to be successful.

BEST COPY AVAILABLE

Sixteen on-site visits to the Richmond County, North Carolina, model have been conducted since January 1, 1993. During visits, 788 representatives from 20 states and Canada spent half a day with Richmond County Schools administrators/faculty, business and industrial leaders and Richmond Community College administrators/faculty. Visitors were given the opportunity to visit classrooms and talk with key personnel associated with the Richmond initiative. Adopter and on-site activities are listed below:

DATE	ACTIVITY	ATTENDEES
1993		
1/11	Technical assistance, Union County Schools/Monroe City Schools Anson and Stanly Community Colleges	30
1/14	On-Site Visit, Richmond Model Sumpter, SC: Fairmont, WV; Bridgewater, VA; Pender Co., NC; Winston-Salem, NC; Portland, OR; Punta-Gorda, FL; Raleigh, NC	66
1/19	Union County Schools Consortia	45
2/2	Stanly County Schools/Stanly Community	30
2/18	On-Site Visit, Richmond Model, Catonsville, MD; Big Stone Gap, VA; Jamestown, NC; Shreveport, LA; Dover, NH; Fairmont, WV; Meridian, MS; Franklinton, NC; Monroe, NC	153
3/9	Rutherford County, N. C. and Isothermal Community College - Vocational Education Advisory Committee and High School Faculty	90
3/18	On-Site Visit, Richmond Model, New Port Richey, FL; Pell City, AL; Hampstead, NC; Jamestown, NC; Monroe, NC; Decatur, GA; Greensboro, NC; Atlanta, GA; Independence, KY; Bedford, VA; Raleigh, NC; Phoeniz, AZ; Petersburg, WV; Pamilco County, NC; Marysville, CA	85
3/23,24	Columbus County/Whiteville City Southeastern Community College	50
4/22	On-Site Visit, Richmond Model, Deluth, MN; Senatobia, MS; Winston-Salem, NC; Lawrenceville, VA; Syracuse, NY; Kingstree, SC; Beverly, MA; Big Stone Gap, VA; Monroe, NC	89
5/6	On-Site Visit, Richmond Model, St. Petersburg, FL; Paducah, KY; Brunswick Co, NC; Columbus Co, NC; Greensboro, NC; Raleigh, NC	59
5/10	Columbus County/Whiteville City Schools Southeastern Community College; Whiteville, NC	100
6/4	Charleston, Missouri Tech Prep Consortia	145
6/14	Columbus County/Whiteville City Schools Southeastern Community College; Whiteville, NC	100
6/15	Union County Schools, Monroe, NC (staff training)	50

6/22	Gaston County, North Carolina College	75
8/26	Present Richmond Tech Prep Model, Union County; Monroe, NC	75
9/9	Planning for Tech Prep, Columbus County; Whiteville, NC	100
10/2	Pickens Vo Tech Center; Denver, CO	2
10/4	Columbus County Schools, Whiteville, NC	2
10/5	Scotland County Schools; Laurinburg, NC	1
10/12	Overview of Tech Prep Program and Strategies for Implementation, Surry-Yadkin-Stokes Counties; Yadkinville, NC	60
10/20	Present Richmond Tech Prep Model, Clarksdale Public Schools; Clarksdale, MS	65
10/20	Fayetteville Technical Community College; Fayetteville, NC	1
10/21	Present Richmond Tech Prep Model, Northwest Mississippi Community College; Senatobia, MS	300
10/22	Anderson County School; Anderson, IN	2
10/28,29	Technical Assistance, Clark County School District; Athens, GA	225
11/1	Steering Committee Meeting, Rutherford County; Spindale, NC	35
11/4	Fall Conference, Northampton Community College Bethlehem, PA	120
11/5	Technical Assistance, Martin County; Williamston, NC	2
11/15	On-Site Visit, Richmond Model, Fayetteville, NC; Mayhew, MS; Athens, GA	78
11/19	Robeson County Career Center; Lumberton, NC	2
12/6,7	Technical Assistance, Pine Bluff Schools; Pine Bluff, AR	200
12-8,9	Technical Assistance, Marshall County Schools; Benton, KY	140
12-13,15	Technical Assistance, Muskegon Community College; Muskegon, MI	600
1994		
1/6	Mitchell County Schools; Bakersville, NC	15
1/7	Haywood County Schools; Waynesville, NC	30
1/13	On-Site Visit, Richmond Model: Honolulu, HI; Cheraw, SC; Cordova, NC; Monroe, NC	40
1/21	Union County Schools/Wingate College; Wingate, NC	25
1/26	Rutherford County Schools/Chase High School; Forest City; NC	75
1/27	Rutherford County Schools/ E. Rutherford High; Forest City; NC	66
1/28	Rutherford County Schools/Spindale High; Spindale, NC	75
1/28	Rutherford County Schools; Spindale, NC	12
2/2	Pamlico County Schools; Bayboro, NC	30
2/3	Columbus County Schools/Southeastern Community College; Whiteville, NC	15

2/4	Pamlico County Schools; Oriental, NC	48
2/17	On-Site Visit, Richmond Model: Monroe, NC; New Bern, NC; Kannapolis, NC; Citra, FL	28
2/24	Union County Schools; Monroe, NC	30
3/9	Franklin County Schools; Louisburg, NC	250
3/14	Muskegon Community College; Muskegon, MI	200
3/17	On-Site Visit, Richmond Model: Monroe, NC; Harlan, KY; Marianna, FL; Fayetteville, NC; Laurinburg, NC	90
3/28	Northampton Community College; Bethlehem, PA	90
4/21	On-Site Visit, Richmond Model: Pell City, AL; Lake Worth, FL; Des Moines, IA	33
4/28	Reorganized School District #1; Charleston, MO	20
5/12	On-Site Visit, Richmond Model: Cape Coral, FL; Sumter, SC; Conway, SC	25
5/17	Pamlico County Schools; Bayboro, NC	12
6/9	On-site Visit, Richmond Model; Fort Collins, CO	5
6/30	On-site Visit, Richmond Model; Selma, AL	2
7/20	Southeastern Community College; Whiteville, NC	2
11/2	Franklin County Schools; Louisburg, NC	30
11/17	On-Site Visit, Richmond Model: Decatur, AL; Polkton, NC	23
1995		
2/27	On-site Visit, Richmond Model; Powell, Wy	6
4/17	Clark County School District; Athens, GA	40
4/18	Athens Area Technical Institute; Athens, GA	100
5/11-12	On-Site Visit, Richmond Model; Bonavista, Newfoundland, Canada	6

Objective #4 partially met.

* OBJECTIVE # 5 - MAINTAIN AND IMPROVE THE RICHMOND MODEL AND RESULTS

A contract was negotiated with SouthEastern Regional Vision for Education in Greensboro to conduct the third party evaluation. We had approximately twenty meetings with one or several of their researchers as well as worked with an interviewer for two weeks as the information was gathered. All staff involved in this project as well as many educators and community persons have been participants in the interviews. See Objective VII.

A submittal was sent to NDN for the Program Effectiveness Panel validation and it was validated May, 1994. We are now responding to NDN facilitator requests from other states. See Appendix F.

Staff Training

The major Richmond County Site activities initiated through this project were:

I. THE (SBIC) SCHOOL/BUSINESS/INDUSTRY COLLABORATIVE PROJECT

As part of the Richmond Model's on-going improvement and maintenance efforts, a School-Business-Industry Collaboration integration curriculum development workshop was held in June 1993. The workshop participants represented the Richmond County Schools at the secondary and middle school levels and Richmond Community College in academic as well as vocational/technical areas. Twenty-eight educators and eight businesses agreed to participate in the year- long project initiated through the workshop. Teams were formed to design integration strategies to reinforce skills across disciplines as well as incorporate the SCANS skills and competencies. The teams met periodically during the year to assess their progress and revise or modify the plans developed. After final revisions, copies of the results will be available for replication.

The program was designed to help teachers better understand the relationships between workplace skills, basic academic skills and those skills needed for competent and productive performances in and out of school. The focus was on developing teacher awareness of the changing needs of the workforce. The SBIC provided structured opportunities for actively involving the business community in the educational process and providing a mechanism teachers could use to capitalize on the unique resources found within the community.

Educators visited worksites and interacted with employees and management in an effort to find strategies for developing instructional programs that better relate to the needs and career interests of all students. The project used a combination of teacher teams, worksite visits, workforce resources and varied learning activities to introduce educators to the workplace. The format for the SBIC program was supportive and flexible enough to meet the specific needs of content area teachers, as well as the needs of the various teacher teams. Teachers in the same discipline worked together in developing teaching materials and strategies to help them incorporate the information, skills and competencies learned in the workplace into their instructional programs.

Each teacher team developed a group project. The project, which served to integrate all disciplines represented by team members under a central theme, was the culminating activity for the 10-day project. Team members planned, organized and presented their projects on the final day of the project.

Project participants are involved in implementing team projects developed at the SBIC Summer Program. Junior and senior high school SBIC participants are involved in activities designed to help refine and implement the team projects including field trip sessions, special presentations, workshops, team teaching, shared planning time, securing funding for project materials/equipment, and expanding project teams to incorporate additional teachers and subject areas.

DESCRIPTION OF SBIC TEAM PROJECTS

TEAM 1: Dealing with Change

This project is a model for integrated study involving math, science, communication skills, social studies,and vocational/technical education. The model centers around the construction of a major transportation artery and its impact on the county. Given this controversial issue, the students were actively involved in gathering, organizing, interpreting and communicating their findings.

TEAM 2: Low-Level Radioactive Waste Facility in Richmond County

This curriculum project centered around the controversial issue of the radioactive waste facility proposed to be located in Richmond County. Problem solving and conflict resolution skills were involved throughout this integration project in Science, Math, English, Social Studies and Career Development.

TEAM 3: Racing for Learning

The integrated theme for this curriculum project focused on using NASCAR Racing as a motivational strategy to peak student's interest in academic and vocational courses. Using this single theme approach, the teachers of the various subjects identified the specific course objectives that would be taught using activities that were related to the racing theme. During the time of the local NASCAR race in October, activities were conducted in designated classes and students were encouraged to discover connections between the subject matter and the racing industry.

TEAM 4: The American Dream

This project centered on the statistic which aired on the CBS program, "The American Dream": 97% of the people interviewed chose having a job as top priority in their lives. The integrated theme involves focusing on careers in all the respective subject areas with the aim to prepare students to become responsible, self-supporting citizens.

TEAM 5: Integrating Industrial Technology and Academics

The goal of this integrated unit of study is to help students develop an understanding of the life skills needed to enter the workplace. The focal point of this unit was the industrial technology classes with academic classes contributing specific skills related to the respective disciplines. Students learned a process for selecting and designing a product, forming a company and being employed by the company.

BUSINESS/INDUSTRY ROLE

- Arrange on-site visits

- Provide Information
    - Workplace Readiness
    - Changing Workplace Needs
    - Technology Used by Workforce

- Describe Company
    - History
    - Product
    - Mission
    - Involvement in Education

- Analyze Workforce
    - Types of Jobs
    - Size of Workforce
    - Employee Benefits
    - Educational Requirements

See Appendix G.

II. Application Methodology

A team of teachers participated in the AIT Applied Biology/Chemistry workshop in Waco, Texas.

III. Application Methodology

A team of teachers participated in the Applied Communications workshop in Waco, Texas. First semester evaluations were conducted in January, 1994 and appropriate changes made in team activities.

IV. Richmond 2000

More than fifty instructors and business leaders completed Richmond 2000 session which identified critical activities to be completed related to Tech Prep.

V. Career Cluster Standards

An additional sixty plus instructors and employers completed Career Cluster Standards Review with recommendations for student criteria and additions and deletions to the Tech Prep Course of Study.

VI. Teacher Teams Attended NTPN and AVA Meetings

VII. Teacher Teams Participated in Staff Training on Integration, Senior Projects, Portfolios, Application Methodology, and Block Scheduling.

VIII. Articulation/Curriculum Review - K-14 Proficiency Standards

On June 27, 1994 a series of Faculty workshops began that involved K-14 Communications, Math, Science, Vocational Technical instructors, and employers to review the present K-14 curriculum matrix; employer, Richmond Community College and Richmond County Schools results; and establish proficiency mastery standards K-14 for Tech Prep expectations. Each team laid out the curriculum K-14 available to students in Richmond County and the results K-14 by learning objective. The objective was to dtermine proficiency level needed to assure student success.

The three teams completed their study by July 15 and after reports were completed conducted a meeting for all teachers in: (1) Communications Skills, (2) Mathematics, (3) Science, K-14. More than 250 faculty members attended each session. All teachers were given the opportunity to raise questions and add to recommendations for improvement.

The chairperson for each team met with the Richmond County Schools Board of Education on November 9, 1994 and gave a summary of findings and recommendations. Specific strategies have been implemented to raise proficiency standards K-14. See Appendix H.

IX. Transcript Study

A transcript study was conducted of all graduating seniors in 1991, 1992, 1993, and 1994 and the placement testing data at Richmond Community College and Sandhills Community College.

The transcript study revealed that a significant number of our Tech Prep students were meeting the Tech Prep criteria and successfully pursuing an Associate Degree without remediation. It indicated that the Tech Prep criteria is sufficient.

However, a significant number of students who had committed to the Tech Prep course of study were graduating without meeting the established criteria. The findings of this study brought the Richmond County Tech Prep leadership to commit to the following actions to correct this problem:

CRITICAL ACTIONS INDICATED BY THE RICHMOND COUNTY TECH PREP TRANSCRIPT STUDY 94/95

The Richmond County Tech Prep Transcript Study methodology was to take the transcripts of 1991, '92, '93 and '94 Richmond Senior High Tech Prep graduates who took the placement test at Richmond Community College or Sandhills Community College and determine if the Tech Prep criteria is adequate to assure the entry without remediation into the Associate Degree in Applied Science program, Apprenticeship program and eventually the workplace.

Actions indicated by the results of the study are now being worked on.

We need to:

1. strengthen Tech Prep course of study commitment process and follow up (too many students say they are Tech Prep but are not meeting the criteria);

2. increase numbers of RSHS graduates actually taking a placement test and enrolling in post secondary education (we have not yet reached 85% of our students enrolling in post secondary education);

3. align secondary and community college communications skills curriculum and raise proficiency levels (although our students are enrolled in the appropriate communication's skills courses for our criteria, a large number are still requiring remediation);

4. raise proficiency levels in mathematics as well as participation through Algebra II (our students are still struggling to pass Algebra I, geometry and Algebra II);

5. enroll Tech Prep students in advanced science courses required for the career cluster (fewer students are meeting the science requirement than any of the criteria);

6. maintain and improve numbers of students completing a vocational/technical course sequence (about 25% are still not meeting the technical course sequence requirement);

7. monitor course taking at each grade level (monitoring registration cards is not effective);

8. remove Tech Prep classification for students not meeting secondary Tech Prep criteria (the credibility of Tech Prep demands this).

REMEMBER - ALL INDICATORS ARE THAT AT LEAST 85% OF ALL OUR STUDENTS NEED TO BE EDUCATED AT LEAST AT THE TECH PREP LEVEL.

Study was conducted by Dr. Pamela Finney
SERVE cooperated with data analysis

Project staff participated in the following Richmond County activities: See Appendix C.

Date	Activity	Attendees
1993		
2/16	Richmond County Tech Prep Advisory Council Team	22
4/12	Richmond County Rotary Club	50
5/7	Workforce Preparedness - School to Work Transition Seminar; Salisbury, NC County; Salisbury, NC	100
9/30	Tech Prep Marketing/Calendar of Events, Richmond County	15
10/27	Using Calculators in grades 4-6; Richmond County	12
10/28	Workshop-Algebra I open ended test items; Richmond County; Hamlet, NC	20
11/18	Workshop-Biology Field Test Scoring; Richmond County	5
1994		
1/10	SERVE Quarterly Meeting; Richmond Community College, Hamlet, NC	15
2/4	Richmond County Chamber of Commerce; Rockingham, NC	20
4/13	Richmond Community College/Richmond County Schools-Applied Communications Workshop; Hamlet, NC	7
4/20	SERVE Quarterly Meeting; Richmond Community College, Hamlet, NC	4
3/15-5/1	Interview all Tech Prep Seniors, Richmond Senior High School, Rockingham, NC	215
6/8	Richmond County Schools, Curriculum Team Planning; Hamlet, NC	4
6/15-28	Integration Institute, NC State University; Raleigh, NC	4

6/27-29	Richmond County Schools/Richmond Community College Articulation/Curriculum Standards K-14, Science and Communications; Hamlet, NC	20
7/11-13	Richmond County Schools/Richmond Community College Articulation/Curriculum Standards K-14, Math; Hamlet, NC	12
7/19	Richmond County Schools/Richmond Community College Curriculum Standards, Math; Hamlet, NC	2
7/20	Richmond Senior High School, Tech Prep Steering; Rockingham, NC	2
7/21	SERVE Quarterly Meeting; Richmond Community College, Hamlet, NC	20
7/18	Data gathering for transcript/placement research, Richmond County Schools; Hamlet, NC	2
7/28	Data gathering for transcript/placement research, Richmond Community College; Hamlet, NC	2
8/1	Placement Testing Discussion, Richmond County Schools/Richmond Community College; Hamlet, NC	30
8/3	Gathering transcripts for research, Richmond Senior High School; Rockingham, NC	2
8/3	Data gathering for research, Richmond Community College; Hamlet, NC	3
8/16	Richmond County Schools, Tech Prep planning; Hamlet, NC	2
8/25	Articulation/Curriculum Standards Review, Richmond County Schools; Hamlet, NC	4
9/8	Tech Prep planning/Richmond Steering Committee, Richmond County Schools; Hamlet, NC	2
9/19	Applied Communication Workshop, Richmond County Schools/Richmond Community College; Hamlet, NC	20
9/23	Interviewing for researcher, Richmond Community College; Hamlet, NC	3
9/27	Richmond County Schools/Richmond Community College Articulation/Curriculum Standards Review Report, Communications; Rockingham, NC	185
10/5	Richmond County Schools/Richmond Community College Articulation/Curriculum Standards Review Report, Science; Rockingham, NC	180
10/7	Richmond County Schools/Richmond Community College, Tech Prep Planning; Hamlet, NC	3
10/25	Richmond County Schools/Richmond Community College Articulation/Curriculum Standards Review Report, Math; Rockingham, NC	180
10/26	County Wide Tech Prep Steering Committee Meeting; Rockingham, NC	25
11/8	SERVE, Follow up on Innovation & Technology Conference; Rockingham, NC	2

1995

1/9	Richmond County Schools/Richmond Community College, post secondary Tech Prep Evaluation; Hamlet, NC	4

1/10	Richmond County Schools/Richmond Community College, Guidance Team; Hamlet, NC	38
1/12	Richmond County Schools/Richmond Community College, Career Counseling for Tech Prep-School to Work Transition; Hamlet, NC	30
1/17	Richmond County Schools Tech Prep Transcript/Placement Study; Greensboro, NC	4
1/17	Visual Productions of Tech Prep Students; Hamlet, NC	30
1/26	SERVE report of Transcript Study to Richmond County Vocational/Technical Advisory Council	20
2/10	Visual Productions of Apprenticeship Students; Hamlet, NC	30
2/27	Richmond County Schools, Tech Prep Project; Hamlet, NC	2
3/13	SERVE report of Transcript Study to Richmond Senior High School; Rockingham, NC	125
3/21	Tech Prep Executive Steering Committee; Rockingham, NC	9
4/10	Richmond County Schools/Richmond Community College, School to Work Meeting; Hamlet, NC	15
5/3	SERVE Final Report; Hamlet, NC	5

Objective #5 was met.

* OBJECTIVE # 6 - REVISE EXISTING MATERIALS AND PREPARE NEW ONES

We have written articles for professional journals, newspapers, newsletters, and have done numerous TV and radio presentations.

The adopter proposal, procedures and materials were developed and used.

Extensive materials were prepared for the curriculum integration teams and materials from these teams have been shared. Video taping was done of curriculum teamwork and used in curriculum deliberations.

A new Tech Prep completer document was prepared.

The Tech Prep Results brochure has been revised and reprinted twice and disseminated.

The Parent information brochure has been updated, reprinted twice and disseminated.

A new Career Development Portfolio has been designed, printed and is now in use.

The Youth Apprenticeship brochure has been developed and is now in use.

The Center has distributed materials at workshops, conferences and by mail and telephone request. Materials ordered from the site include over 31,000 total materials, portfolios, selected brochures, and videos. See Appendix I.

Objective # 6 was met.

*** OBJECTIVE # 7 - THIRD PARTY EVALUATION OF THE RICHMOND MODEL AND THE DEMONSTRATION PROJECT.**

The following studies were proposed as part of the evaluation component.

The Richmond Model

Formative

1. History of Change Process
2. Study of Teacher Curriculum/Instruction Changes
3. Student Outcomes
4. Post-High School Data
5. Satisfaction

Project Dissemination Evaluation

Formative

6. Product/Service Evaluation

Summative

7. Adopter Site Study

The complete report is included in the Third-Party Evaluation of the Integration of Vocational and Academic Learning Grant to Richmond County Schools Richmond County Tech Prep Associate Degree Program submitted by Pamela B. Finney, Ed.D. and Wendy McColskey, Ph.D., SouthEastern Regional Vision for Education (SERVE).

See Appendix J.

Objective #7 was met.

Problems encountered:

1. Delay in employing staff

We found it difficult to find a person to come in and serve in the role of assistant project director because the project dealt with "soft money" and was perceived to be short term. Local staff members were not anxious to give up a more permanent position to serve on this project. We finally hired a consultant who had not been involved in the development and implementation of this project and found that was probably not wise. At the stage of Tech Prep in 1993, people seeking assistance from us wanted help from people who had "been there" and were knowledgeable and experienced in this model. When we were "faced with having to replace the assistant, we made the decision to use the personnel we had and not hire another person without the experience.

2. Limited assistance provided "adopters"

The agreement we had was that we would provide two sessions of technical assistance or more as our funds would allow. Most of the sites received two or more sessions. We responed to every request but I would not say we provided all the technical assistance that was needed.

3. Administrative support and commitment in Richmond County

Dr. M. Doug James, Superintendent, Richmond County Schools announced that he would resign effective June 30, 1994 to assume the superintendency in Lenoir County Schools, Kinston, North Carolina. This was a critical turn of events for this site. Many individuals (secondary, community college and business) have worked diligently to make Tech Prep in Richmond County a real change for the middle 60% of our students. The key to moving steadily forward however has been Dr. James. With his resignation, focus then had to be on activities to assure the maintenance internally of the Tech Prep effort. The Chamber of Commerce and other business leaders are intricately involved in the support of the concept.

There is a strong community sentiment to support Tech Prep and still a strong resistance to change by our educators. We will continue to try to keep the model solid and progress going forward.

The model site has been a "mountain top" experience for many of us. We are especially grateful for the confidence expressed in us through this grant. While we are never satisfied with where we are, we are hopeful that your trust was not misplaced and that the activities reported in this report are acceptable.

Thank you to the U. S. Department of Education staff members who have supported and guided us through this experience!

Richmond County, North Carolina
Orientation Tech Prep Model
Presentation Outline

I. Who are we?

II. Why Tech Prep?
- Changing employment needs

III. What is Tech Prep?

Tech Prep is:
- Tech Prep is a concept designed to meet the need for more students to enter the American workplace with at least an associate degree level of education.
- A college prep parallel course of study.
- A course of study for technical careers.
- A focusing of the "Middle Majority."
- A blending of academic and vocational/technical competencies.
- An upward direction for "drop-downs."
- A raising of the level of expectations for the "Neglected Majority" student.
- A 4 + 2 concept with implications for K-14.
- A total community leadership effort.
- A partnership effort between secondary schools, post-secondary schools, business/industry, community leaders, parents and students.

Goal:
- More than 85% of all students will complete college prep or tech prep course of study, enter and complete post-secondary education and enter the work place appropriately prepared.

Course of study criteria:
- Prepare students to successfully enter Associate Degree/Applied Science Programs and or apprenticeships.
- Grade level or above mastery in all courses
- Math sequence leading to Algebra II completion
- Science sequence including advanced science related to career cluster. (Ex. - Physics, or Principles of Technology; Chemistry, Applied Chemistry, Anatomy, Physiology; Advanced Biology; Etc.)
- Vocational/Technical course sequence related to career goal required. Courses available must be technologically appropriate for the 90's and upgraded to include:
  - *• Computer-assisted learning
  - • Scientific principles/concepts
  - *• Integration/application basic skills
  - *• Higher order thinking, decision making, problem solving skills
  - • State of the art technology

* Applies to All Courses

IV. Results to date?

1. Course of study commitments
2. Math course selection and achievement
3. Communications course selection and achievement
4. Science course selection and achievement
5. Vocational/Technical course sequence selection and achievement
6. Drop out rate
7. Community College entry and placement testing results
8. SAT scores
9. Four year college enrollments and placement results
10. Generic student information- number, race, sex, grade level
11. Military
12. Workplace entry and employer satisfaction

V. How to Implement?

1. Administrative Commitment
2. General Staff Orientation
3. Articulation-Integration-Curriculum Review
    - Articulation
    - Integration
    - Application Methodology
    - SCANS
    - School to Work
    - Performance Standards
        * Communications
        * Mathematics
        * Science
        * Vocational/Technical
4. Tech Prep Course of Study
5. Staff Training Needed
6. Comprehensive Career Development
7. External and Internal Marketing
8. Results Monitoring
9. Review and Revise Annually

Presentations also done on:

1. Developing Administrative and Community Commitment to Tech Prep
2. Curriculum Issues
    A. Articulation
    B. Academic and Vocational Technical Curriculum Integration
    C. The Tech Prep - School to Work Connection
    D. Designing and Implementing the Tech Prep Course of Study
    E. Developing the Comprehensive Career Development Program K-14
    F. Marketing the Tech Prep Concept Internally and Externally
    G. Evaluating Tech Prep Progress

U. S. DEPARTMENT OF EDUCATION

DEMONSTRATION PROJECT AWARD

NO. V248A20022

INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING

(Model TECH PREP Education Project)

Richmond County Schools, North Carolina

FINAL FINANCIAL REPORT

SEPTEMBER 1, 1995

Submitted: Myrtle D. Stogner, Project Director

FINANCIAL STATUS REPORT

(Short Form)

(Follow instructions on the back)

Federal Agency and Organizational Element to Which Report is Submitted
U. S.Department of Education
Office of Vocational & Adult Education
Division of National Programs

2. Federal Grant or Other Identifying Number Assigned By Federal Agency
V24BA20022

OMB Approval No.
0348-0039

Page ____ of ____ pages

3. Recipient Organization (Name and complete address, including ZIP code)
Richmond County Schools
PO Drawer 1259, 522 Hamlet Ave.
Hamlet, NC 28345

4. Employer Identification Number
56-6002508

5. Recipient Account Number or Identifying Number
J435

6. Final Report
☒ Yes ☐ No

7. Basis
☒ Cash ☐ Accrual

8. Funding/Grant Period *(See instructions)*
From: (Month, Day, Year) 1/1/93
To: (Month, Day, Year) 6/30/95

9. Period Covered by this Report
From: (Month, Day, Year) 1/1/93
To: (Month, Day, Year) 6/30/95

10. Transactions:	I Previously Reported	II This Period	III Cumulative
a. Total outlays			$499,835.50
b. Recipient share of outlays			$499,835.50
c. Federal share of outlays			$499,835.50
d. Total unliquidated obligations			-0-
e. Recipient share of unliquidated obligations			
f. Federal share of unliquidated obligations			
g. Total Federal share *(Sum of lines c and f)*			
h. Total Federal funds authorized for this funding period			$499,841.00
i. Unobligated balance of Federal funds *(Line h minus line g)*			$5.50

11. Indirect Expense
a. Type of Rate *(Place "X" in appropriate box)* ☐ Provisional ☒ Predetermined ☐ Final ☐ Fixed
b. Rate: See attached Schedule
c. Base:
d. Total Amount: $7,808.61
e. Federal Share:

12. Remarks: *Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. Certification: **I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.**

Typed or Printed Name and Title
Herman A. Williams, Superintendent
Richmond County Schools

Telephone (Area code, number and extension)
910-582-5860

Signature of Authorized Certifying Official

Date Report Submitted
9/1/95

vious Editions not Usable

Standard Form 269A (REV 4-88)
Prescribed by OMB Circulars A-102 and A-110

BEST COPY AVAILABLE

APPENDIX A

Materials Disseminated
1/1/93 - 6/30/95

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/4/93	Leland	Blankenship		Waynesville	NC
2/4/93	Jack	Hinson	EDUCATION/MORROW	MORROW	GA
2/16/93	Ann	Richards	CISD	Marshall	MI
2/16/93	Alice	Johnson	WILSON COUNTY SCHOOLS	WILSON	NC
2/24/93	Charles	Perry	Union County Schools	Monroe	NC
3/2/93	Alma	Bush	Montgomery Community Col.	Houston	TX
3/10/93	Larry	Gorsh	Rolla Area Technical School	Rolla	MO
3/17/93	Harley	Schlichting	Dept. of Practical Arts/Voc. Tech.	Columbia	MO
3/18/93	Alma	Bush	Community College	Houston	TX
3/23/93	Mike	Tolliver	Simon-Kenton High School	Independence	KY
3/23/93	Celeste	DePriest	Cecil Community College	North East	MD

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
3/23/93	Millie	Costner	Lincoln County Schools	Lincolnton	NC
3/23/93	Jean	Watson	Chesterfield-Marlboro Tech Prep	Cheraw	SC
4/21/93	Betty	Persennaire	Tomball High School	Tomball	TX
5/5/93	Rita	Hall	Education Service Center	Corpus Christi	TX
5/5/93	Jim	Rubach	Occupational Education Center	Dickinson	TX
6/10/93	Betty	Reinback	Sealy High School	Sealy	TX
6/21/93	Roberta	Teahen	Northwestern Michigan College	Traverse City	MI
6/29/93			St. Petersburg Junior College	Pinellas Park	FL
7/1/93	Jane	Davis	Hershey Public School	Hershey	NE
7/6/93	Robert	Blissmer	College of Micronesia - FSM	Kelonia	Pohnpei
7/15/93	Patty	Williamson	AVA	Bailey's Harbor	WI
7/16/93	Warren	Groff	National Lecturer for Nova Univers	Memphis	TN
7/22/93	Anne	Crabbe	Atlanta Marriott Gwinnet Place	Deluth	GA

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
7/22/93	Ben	Hall	Community College	St. Louis	MO
7/26/93	Jean	Hinson	Mississippi State University	Mississippi State	MS
7/27/93	Jim	Wherley	Virginia Tech	Blacksburg	VA
7/28/93	Scott	Phillips	Community College	Sumiton	AL
7/28/93	Betty	Cooper	NE Louisianna University	Monroe	LA
7/28/93	ron	Styron	Pearl River High Schools	Pearl River	LA
7/28/93	Kathryne	Sowinski	Van Dyke Public Schools	Warren	MI
7/28/93	Tommy	Wren	South Panola High School	Batesville	MS
7/28/93	Carol	Wuden	Clarksdale Public Schools	Clarksdale	MS
7/28/93	Bernie	Winkel	Clarksdale Public Schools	Clarksdale	MS
7/28/93	Rick	Young	Community College	Mayhew	MS
7/28/93	N.	Sones	Community College	Poplarville	MS
7/28/93	Patricia	Wiliams	Northwest Mississippi CC	Senatobia	MS

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
7/28/93	James	Stidham	Millsaps Vocational Center	Starkville	MS
7/31/93	Pat	Combs	CORD Communications	Waco	TX
8/3/93	Mark	Doss	Graph Career Center	Springfield	MO
8/12/93	Anne	Crabbe			
8/17/93	Barbara	Sherrick	Franklin County Schools	Louisburg	NC
8/18/93	Kevin	Miller	Charleston Junior High School	Charleston	MO
8/18/93	Lee	Grath	John Lambert Associates	Roanoke	VA
8/19/93	Barbara	Little	Oroville High School	Oroville	CA
8/20/93	Karen	Campbell	Haywood County Schools		
8/23/93	Yvonne	Jordan	Richmond County Schools		
8/24/93	Carolyn	Neves	Pleasant Valley High School	Chico	CA
8/25/93	Mike	Harding	Southwest Indiana TP Consortium	Evansville	NC
8/26/93	James	Brackney	Lake Land College	Matoon	Il

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
8/27/93	Richard	Glass	Preston County Schools	Arthurdale	WV
8/29/93	Kevin	Miller	Charleston High School	Charleston	MS
8/30/93	Moses	Goldman	UNC	Chapel Hill	NC
8/31/93	Belinda	Daniels	Martin County Schools	Williamston	NC
9/14/93	Myrtle	Stogner	NTPN CONFERENCE	Atlanta	GA
10/5/93	Willie	Kimmons		Birmingham	AL
10/5/93	Martha	Webb	RCS	Hamlet	NC
10/12/93	Kim		Citruc Community College District	Glendora	CA
10/12/93	George	Diez	Florida State University	Tallahassee	FL
10/12/93	John	Schofield		Charleston	MO
10/12/93	Malves	Haynes	Seattle Academy of Finance	Seattle	WA
10/12/93	Patrick	Wood		Eau Claire	WI
10/13/93	Martha	Zola	Community College	Selden	NY

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
10/14/93	Tom	Bawulski	Community High School	Normal	IL
10/14/93	Bernie	Winkle	Vocational Tech Ctr	Clarksdale	MS
10/14/93	Bill	Teague	Buncombe County Schools	Asheville	NC
10/14/93	Kevin	Davis		Raeford	NC
10/18/93	Petricia	Williams	Community College	Senatobia	MS
10/19/93	Heather	Adamson	Clarke County School District	Athens	GA
10/22/93	Dennis	Lackey	Mount Baker Secondary School	Cranbrook	BC
10/22/93	Doug	James	Richmond County Schools	Hamlet	NC
10/25/93	Karen	O'Brien	Secondary Tech Ctr	Rosemount	MN
11/1/93	Maxine	Dunn	Kaskaskia College	Centralia	IL
11/2/93	Bill	Teague	Buncombe County Schools	Ashebille	NC
11/3/93	Malver	Haynes	Seattle Public Schools	Seattle	WA
11/8/93	Carol	Parker		Vass	NC

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
11/9/93	Andy	Drewlinger	Education Connection	Rockville	MD
11/10/93	Sue	Byrnes	Fremount Ross WS	Fremount	OH
11/10/93	Joe	Richardson	Rohannon Jr. High		
11/12/93	Myrtle	Stogner	GA Tech Prep Conference	Savannah	GA
11/15/93	Myrtle	Stogner	Community College On-Site	Rockingham	NC
11/16/93	Rick	Herrman	Modesto City Schools	Modesto	CA
11/16/93	John	Deamen	Dublia City Schools	Dublin	GA
11/16/93	Mary	Hokley	Metcalfe County High School	Edmonton	KY
11/16/93	Jack	Davis	Community College	Baltimore	MD
11/16/93	Rich	Belk	St. Charles High School	St. Charles	MI
11/16/93	Woody	Cox	West Mecklenburg High School	Charlotte	NC
11/16/93	Van	Reels		Raleigh	NC
11/16/93	Myrtle	Stogner	AVA Convention	Nashville	TN

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
11/16/93	Vicki	Behr	CATEC	Charlottesville	VA
11/16/93	Edward	Falck	Lakeshore Technical College	Cleveland	WI
11/18/93	Betty	Bagwell	Jones County Jr. College	Ellisville	MS
11/18/93	Jerldine	Castle	Cumberland County Schools	Fayetteville	NC
11/22/93	Rick	Cayton	Crisp County High School	Cordele	GA
11/22/93	A.	Rigsby	Mitchell Baker High School	Camilla	GA
11/22/93	Lillie	Bell	Harris County High	Hamilton	GA
11/22/93	Gladys	Sato	Community College	Honolulu	HI
11/23/93	Leslie	Evans	Tech Prep 2000	Fremont	OH
11/24/93	Linda	Kittler	Pine Bluff High School	Pine Bluff	AR
11/24/93	Ruth	Buchanan	Marshall County High School	Benton	KY
11/24/93	Carol	Maloney	Community College	Muskegon	MI
11/24/93	Sue	Wagnor-Flowers	Bootheel Tech Prep Consortium	Poplar Bluff	MO

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
11/24/93	Liz	Weinstein	Reginal Planning Board	Urbandale	OH
11/29/93	William	Huffman		Foster City	CA
12/6/93	Ann	Dukman	Vocational Education Journal	Alexandria	VA
12/6/93	Thomas	Koch	CESA #6	Oshkosh	WI
12/6/93	Arthur	Schnell	Sheboygan Area School District	Sheboygan	WI
12/7/93	Earnie	Jones	Fremont Ross High School	Fremont	OH
12/8/93	Jerry	Burkhart	Pratt Community College	Pratt	KS
12/8/93	Jerry	Burkhart	Pratt Community College	Pratt	KS
12/13/93	B.	Hunter	Osceola Schools	Osceda	AK
12/13/93	Marcia	Wright		Birmingham	AL
12/13/93	Unice	Latimer	Three Capitol Mall	Little Rock	AR
12/13/93	Rich	Yeoger		Durango	CO
12/13/93	David	Pearson		Durango	CO

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
12/13/93	Sheila	Tulis		Sarasota	FL
12/13/93	Doug	Sharp		Conyers	GA
12/13/93	Nina	Enonoto		Honolulu	HI
12/13/93	Joe	Counts	Community College	Cedar Rapids	IA
12/13/93	Jim	Oettel	Decatur Pun School	Decatur	IL
12/13/93	Brenda	Ferguson	Herrin High School	Herrin	IL
12/13/93	Marilyn	Kovanda	Ridgewood High School	Norridge	IL
12/13/93	D.	McNally	Riverside	Riverside	IL
12/13/93	Kim	Powers	Vocational Education Section	Indianapolis	IN
12/13/93	Lori	Mason	Leavenworth High School	Leavenworth	KS
12/13/93	Dave	Defue		Topeka	KS
12/13/93	Pamelia	Barry	Employment Services	Malden	MA
12/13/93	Elizabeth	Mattler		Jessup	MD

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
12/13/93	Neva	Allen		Sedalia	MD
12/13/93	Ned	Sutherland		Cassopolis	MI
12/13/93	Evelyn	Tolson	Osborn High School	Detroit	MI
12/13/93	A.	Rensoheir		Brainerd	MN
12/13/93	Bob	Wander		Cambridge	MN
12/13/93				Northfield	MN
12/13/93	Ted	Pleggemeyer		Helena	MT
12/13/93	Dewey	Adams	NC State	Raleigh	NC
12/13/93	Dewey	Adams	North Carolina State University	Raleigh	NC
12/13/93	Langdon	Pulmer	SST	Exiefer	NH
12/13/93	Casmira	discipio	Cleveland Board of Education	Cleveland	OH
12/13/93	Linda	Kipps		Dayton	OH
12/13/93	William	Taylor		Kitchaner	ONT

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
12/13/93	Jim	Dixon		Portland	OR
12/13/93	Steve	Kachniasz		Lebanon	PA
12/13/93	John	Shaffer		Tyrone	PA
12/13/93	Kimberly	Klostergaard	Central High School	Aberdeen	SD
12/13/93	Patty	Boccia	Campbell Co High	Jacksongoro	TN
12/13/93	Donald	XClark	EHRD TX A&M University	College Station	TX
12/13/93	Joe	Yeager	Page High School	Franklin	TX
12/13/93	Ralph	Jennings		Harlington	TX
12/13/93	Kathryn	Vine	Community College	Houston	TX
12/13/93	Ward	McCain		McQueeney	TX
12/13/93	Sylvia	Kelly		MicKinney	TX
12/13/93	Nita	Wyatt	Richland High School	NRH	TX
12/13/93	Vicki	Almstedt		Splendora	TX

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
12/13/93	Vicki	Arndt	Wester WI Technical College	Lacrosse	WI
12/13/93	John	Gvgerty		Madison	WI
12/15/93	Jackie	Goetter	Partners in Education	Decatur	IL
1/4/94	George	Romero	Santa Rosa City Schools	Santa Rosa	CA
1/5/94	Dan	Bridges	SCHOOL DIST. #69	PHOENIX	AZ
1/5/94	Dee	Porter	GABRIEL VALLEY ROP	WEST COVINA	CA
1/5/94	Bill	Coon	Sumpter High School	Sumpter	SC
1/6/94	Karen	Steinman	East High School	Anchorage	AK
1/6/94	Jean	Marcey		Palmer	AK
1/6/94	Howard	Lowery	Education/Tech Services	Wasilla	AK
1/6/94	Thomas	Rhodes	Board of Education	Bay Minette	AL
1/6/94	Arthur	Brown	Birmingham City Schools	Birmingham	AL
1/6/94	Elizabeth	Frachiseur	De Queen High School	De Queen	AR

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/6/94	Cathy	Wiliam		Ft. Smith	AR
1/6/94	Barbara	Hunter	Osecola Public School District 1	Osceola	AR
1/6/94	Mary	Bell	Jacksonville Jr. High North	Jacksonville	AR
1/6/94	Ewalt	Joseph	Pohnpei Islands Central	Kolonia	Pohnpei
1/6/94	Karl	Hunsmann		Charleston	WV
1/6/94	John	Cole	United Technical Center	Clarksburg	WV
1/6/94	Pam	Stewart	John Marshall High School	Glendale	WV
1/6/94	Gary	McDowell	Central High School	Cheyenne	WY
1/6/94	Roberta	Schiemek	Rock River School	Rock River	WY
1/7/94	Jim	Meyers	Chandler High School	Chandler	AZ
1/7/94	Roger	Knight	Apple Computer Inc.	Campbell	CA
1/7/94	Barbara	Churchill	Oakland Public Schools	Oakland	CA
1/7/94	Ruby	Trow	Cal Poly, Pomona	Pomona	CA

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/7/94	Beth	Fisher	Connors Communications	San Francisco	CA
1/7/94	Jim	Comiskey	Academic Inovations	Santa Barbara	CA
1/7/94	Don	Scheel		Boulder	CO
1/7/94	Jerry	Allen		Delta	CO
1/7/94	Tod	Anderson	Durango High School	Durango	CO
1/7/94	Lynne	Walters	Durango High School	Durango	CO
1/7/94	Kathy	Kenefick		Durango	CO
1/7/94	Betty	Fry	Colorado State University	Fort Collins	CO
1/7/94	Lula	Cole	Vocational Association	Lamar	CO
1/7/94	Waverly	Jones	Chamberlain Career Center	Washington	DC
1/7/94	Alethna	Spraggins	MM Washington CHS	Washington	DC
1/7/94	Paige	Henry	Tech Prep	Dover	DE
1/7/94	A.	Weigel	Brecard CC Cocoa Campus	Cocoa	FL

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/7/94	George	Tamalvich	William McFatter Voc-Tech Center	Davie	FL
1/7/94	Patricia	Becton	Florida CC at Jacksonville	Jacksonville	FL
1/7/94	34486	Harral	Niceville High School	Niceville	FL
1/7/94	Alexander	DuBrow	Technologies In Education	Orlando	FL
1/7/94	Frankie	Hively	Sarasota County Technical Institute	Sarasota	FL
1/7/94	Trudie	Johnson	Pinellas Tehcnical Education Centers	St. Petersburg	FL
1/7/94	Sandra	Cassity	St Petersburg Jr. College	St. Petersburg	FL
1/7/94	Dorothy	Bouie	Florida Education Center, #1152-B	Tallahassee	FL
1/7/94	Bill	Blank	University of South Florida	Tampa	FL
1/7/94	Sheila	Tulis	Sarasota County Technical Institute	Sarasota	FL
1/7/94	Robbie	Latimore		Americus	GA
1/7/94	Lois	Brown	University of Georgia	Athens	GA
1/7/94	Candace	Gentry	Transportation Communicatins	Atlanta	GA

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/7/94	Lynn	Bottle	G. W. Carver High School	Atlanta	GA
1/7/94	Jeannette	Lewallan	Franklin County High School	Carnesville	GA
1/7/94	Douglas	Sharp	Green-Taliaferro H.S.	Greensboro	GA
1/7/94	Catherine	Wilson	Stephens County High School	Toccoa	GA
1/7/94	Manuel	Cruz	Council on Voc. Ed.	Agana	Guam
1/7/94	Hames	Huang	Iowa State University	Ames	IA
1/7/94	Gary	Hoppes	Prairie High school	Cedar Rapids	IA
1/7/94	Gary	McClanahan	Des Moines Public Schools	Des Moines	IA
1/7/94	John	Casey	Iowa Valley CC District	Marshalltown	IA
1/7/94	Chuck	Norby	WITCC	Sioux City	IA
1/7/94	Brenda	Lack	Coutny High School	Carmi	IL
1/7/94	Debra	Bragg	University of Illinois	Champaign	IL
1/7/94	Marc-Aurele	Jeanty	Simeon Vocational High School	Chicago	IL

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/7/94	Bettye	Richardson	CVS High School	Chicago	Il
1/7/94	Jim	Oettel	Decatur Public Schools	Decatur	IL
1/7/94	Carolyn	Boiarsky	Illinois Central College	E Peoria	IL
1/7/94	Jan	Valuch	Homewood-Floss more High School	Flossmoor	IL
1/7/94	Jeffery	Flesher	Southern Illinois University	Great Lakes	IL
1/7/94	Sue	Beal	Southeastern Illinois College	Harrisburg	IL
1/7/94	Peter	Tucker	Highland High School	Highland	IL
1/7/94	James	Sipple	Steelton-Highspire AVTS	Harrisburg	PA
1/7/94	Anthony	Vicic	Cumberland Perry Voc-Tech School	Mechanicburg	PA
1/7/94	Vicki	Lantz		Newville	PA
1/7/94	Teruo	Rengulbai		Koror	Palau
1/7/94	Coleen	Rapasa	Newport Area Vocational Tech	Newport	RI
1/7/94	Joan	Anderson	Charleston County School District	Charleston	SC

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/7/94	Allen	Powell	National Voc-Tech Honor Society	Gramling	SC
1/7/94	Doris	Small	Beaufort-Jasper Career Ed. Ctr.	Ridgleand	SC
1/7/94	Kathy	Kay	Gregory High School	Gregory	SD
1/7/94	Beverly	Rieck	Kimball High School	Kimball	SD
1/7/94	Armand	Sequin	Dakota State University	Madison	SD
1/7/94	Larry	Nelson	Voc-Tech Education	Pierre	SD
1/7/94	Rosemary	Ragan	School	Antioch	TN
1/7/94	J.	Higdon	Bolton High School	Arlington	TN
1/7/94	Carol	Smith		Huntsville	TN
1/7/94	Marie	Freeman	Knox Cty. Dept. Of Public Instruction	Knoxville	TN
1/7/94	Camille	King	Kirby High School	Memphis	TN
1/7/94	Marth	Burton	Pearl Cohn High School	Nashville	TN
1/7/94	Gayle	Ward	Oak Ridge Schools	Oak Ridge	TN

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/7/94	Wayne	Vanderpool	South Texas School Dis.	Mercedes	TX
1/7/94	Jackie	Veach	Montgomery High School	Montgomery	TX
1/7/94	Linda	Kelly	Round Rock School district	Round Rock	TX
1/7/94	Hector	Tello		San Antonio	TX
1/7/94	Diane	Malek	San Marcos High School	San Marcos	TX
1/7/94	Ward	McCain	Independent School District	Sequin	TX
1/7/94	Doris	Sharp	Texas University at Tyler	Tyler	TX
1/7/94	Yegin	Habteyes		St Thomas	USVI
1/7/94	DeVern	Gerber	Cedar Ridge Middle School	Hyde Park	UT
1/7/94	Gary	Wixom	Utah Valley State College	Orem	UT
1/7/94	Paul	Smith	Salt Lake City School District	Salt Lake City	UT
1/7/94	George	Miller	Applied Tech Education	Vernal	UT
1/7/94	Jacobeth	Thabede		Blacksbur	VA

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/7/94	Nevin	Frantz	Institute/University	Blacksburg	VA
1/7/94	Jillayne	Lee		Chesapeake	VA
1/7/94	Barbara	Blackwell	Hampton High School	Hampton	VA
1/7/94	Tom	Hughes	ITEA - FTE	Mechanicsville	VA
1/7/94	Clarice	Moody	Menchville High School	Newport News	VA
1/7/94	Rosanne	White	Student Association	Reston	VA
1/7/94	Alaine	Powell		St Thomas	VI
1/7/94	Kevin	Christie	Auto Technology	WRJ	VT
1/7/94	Bob	Brown	Eastmont High School	East Wenatchee	WA
1/7/94	Jack	Starr	Jack Starr & Associates	Tacoma	WA
1/7/94	Phil	Baus	Clark County Skills Center	Vancouver	WA
1/7/94	Nick	Parkis	City & Guils Of London Institute	London	WCIX 9RG
1/7/94	William	Barribeau	Fox Valley Technical college	Appleton	WI

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/27/94	Myrtle	Stogenr		Hamlet	NC
1/27/94	Kermit	Bowling	VSCC	Gallonton	TN
1/27/94	Callie	Shigleton	Hanover County Public School	Ashland	VA
1/28/94	Linda	Yates	Tuscola High School	Waynesville	NC
1/31/94	Karen	Johnson	FAVTEF	Freeport	IL
1/31/94	Diane	Honneycutt	RCC	Hamlet	NC
1/31/94	Sarah	Hamilton	RCC	Hamlet	NC
1/31/94	Martha	Webb	RCC	Hamlet	NC
2/2/94	Diane	Honeycutt	RCC	Hamlet	NC
2/3/94	Murtle	Stogner	NC Tech Prep	Hamlet	NC
2/4/94	Myrtle	Stogner	NC Tech Prep	Hamlet	NC
2/6/94	Elizabeth	Cooper	Community College	Boaz	AL
2/9/94	Bob	Larivee	Secondary Education	Jefferson	MO

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
2/14/94	William	Zitterkopf	Board of Education	Harlan	KY
2/14/94	Jill	McKenna	LATEC	Howell	MI
2/14/94	Ginny	Pease		Minneapolis	MN
2/15/94	Pat	Tomasik	Albion High School	Albion	Mi
2/15/94	Tom	Avery	Algion High School	Algion	MI
2/15/94	Harold	Kransi	Technology Center	Battle Creek	MI
2/15/94	Ron	Gage	Bay Arenae ISD	Bay City	MI
2/15/94	Joddy	Croswhite	Box 143	Beaver Island	MI
2/15/94	Dennis	Rosen	Intermediate School District	Big Rapids	MI
2/15/94	A.	Shanks	Canton High School	Canton	MI
2/15/94	Don	chumbley	Salem High School	Canton	MI
2/15/94	Lynda	Collins		Clinton Township	Mi
2/15/94	Cheryl	Parker	Starr Commonwealth	Detroit	MI

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
2/15/94	Phyllis	Grummon	Research on Teaching Adults	East Lansing	MI
2/15/94	Phyllis	Grummon	Institute on Teaching Adults	East Lansing	MI
2/15/94	Marilyn	Barry		East Tawas	MI
2/15/94	Carl	Dittman	East Detroit High School	Eastpointe	MI
2/15/94	Mary	Halter	Ecorse High School	Ecorse	MI
2/15/94	Kathleen	Volk	Akron - Fairgrove High School	Fairgrove	MI
2/15/94	Nancy	Crysler	Community Schools	Flat Rock	MI
2/15/94	Bruce	Davis	Carman High School	Flint	MI
2/15/94	David	Colburn		Fraser	MI
2/15/94	Ann	Martell	Gaylord High School Voc Center	Gaylord	MI
2/15/94	Ann	Martell	Gaylord High School Voc Center	Gaylord	Mi
2/15/94	Dan	Anderson	Northview High School	Grand Rapids	Mi
2/15/94	Sharon	Vander		Grand Rapids	MI

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
2/15/94	Marilyn	Ray	Hartland High School	Hartland	MI
2/15/94	Catherine	Furby	Farms Middle School	Hartland	MI
2/15/94	Cheryl	Fox	West Ottawa Public Schools	Holland	MI
2/15/94	Robert	Saleem		Kalamazoo	MI
2/15/94	Pamela	Sange	Intermediate School District	Lawrence	MI
2/15/94	Dean	Schutz	Livonia Public Schools	Livonia	MI
2/15/94	Susan	Frasier	Lowell Senior High School	Lowell	MI
2/15/94	Nancy	Longton	Mattawan High School	Mattawan	MI
2/15/94	James	Weick	Belding High School	Melding	MI
2/15/94	Jan	LaCroix	Bullock Creek High School	Middland	MI
2/15/94	Jackie	Hoover	Kellogg High School	Middleville	Mi
2/15/94	Claudia	Fernandis	MT Clemens High School	MT Clemens	Mi
2/15/94	Debbie	Schlater	Richmond High School	Richmond	Mi

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
2/15/94	Thomas		Richmond High School	Richmond	MI
2/15/94	Jan	Framer	Coor Intermediate School District	Roscommon	MI
2/15/94	Mary	Fornal		Shelby	MI
2/15/94	Shirley	Clememnts	Montclam Area Career Center	Sidney	MI
2/15/94	James	Cannon	Southgate High School	Southgate	MI
2/15/94	Ron	Brownlie	St Charles High School	St Charles	MI
2/15/94	Judy	Dameron	Frost Curriculum Center	Warren	MI
2/15/94	Lindson	Feun	Oakland Schools	Waterford	MI
2/15/94	Tom	Herman		Weidman	MI
2/16/94	Anothony	Molina	Metropolitan A.C.C.E.S.S.	New Orleans	LA
2/17/94	James	Stahl	Unionville-Sebewaing Middle School	Sebewaing	MI
2/22/94	Sharon	Kniffen	Weld County School District 6	Greeley	CO
2/22/94	Sue	Beers	Community Schools	Story City	IA

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
2/22/94	Bill	Joye	Alamance County Schools	Graham	NC
2/24/94	June	Kitchell		Covina	CA
2/24/94	Joni	Bitzer	Signature School EVSC	Evansville	IN
2/24/94	Scott	Doron	Southern Growth Policies Board	Research Triangle	NC
2/24/94	Brian	Fitzgerald	Shelton Public Schools	Shelton	NE
2/25/94	Sylvia	Anderson	Guilford County School	Greensboro	NC
3/1/94	Judy	Thomas	ILC	Emmetsburg	IA
3/7/94	Daisy	McKinzie	New Orleans Public School	New Orleans	CA
3/7/94	Madeleine	Neske	T & I Commercial Art	New Orleans	LA
3/7/94	Carol	Maloney		Muskegon	MI
3/7/94	Doug	james	Richmond County Schools	Hamlet	NC
3/7/94	Rose	Bolick	Orange County Schools	Hillsborough	NC
3/7/94	Stevem	O'Neal	Regional High School	Demarest	NJ

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DATE	FIRST	LAST	REPRESENTING	CITY	STATE
3/8/94	Judith	Spitzli	Community Schools	Nevada	IA
3/8/94	Murtle	Stogner	Community College		
3/15/94	Melba	McCallum	Community College	Hamlet	NC
3/17/94	Steven	Barnum	Inetermediate School District	Ionia	MI
3/17/94	Carla	Gregory		Oklahoma City	OK
3/17/94	Vasilis	Zafiris	Community College	Houston	TX
3/17/94	Leonard	Thielen	Independent School District	McAllen	TX
3/22/94			Community Colllege	Newington	VA
3/28/94	Laurie	Hackett	Community College	Bethlehem	PA
3/30/94	Myrtle	Stogner	Development Center	Hamlet	NC
3/30/94	Martha	Webb		Hamlet	NC
4/11/94	Debbie	Marsh	Charlotte High School	Punta Gorda	FL
4/11/94	Sally	Sullivan	Carroll Tech	Carrollton	GA

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DATE	FIRST	LAST	REPRESENTING	CITY	STATE
4/11/94	Sandra	Brooks	Hackson High School	Jackson	GA
4/11/94	Stan	Friesen	Ogden High School	Ogden	IA
4/11/94	John	Gugliemetti	Sigourney High School	Sigourney	IA
4/11/94	Karen	Paul	Joliet West High School	Joliet	IL
4/11/94	Betty	Welch	TECH ED RES CTR	Indianapolis	IN
4/11/94	Glennis	McClure	Community College	Beatrice	NE
4/11/94	Beth	Blau	Nassau Tech Prep	Westbury	NY
4/11/94	Barb	hollinracke	Maqusketa Valley High School	Delhi	OH
4/11/94	Loouis	Lamatrice	Jefferson County Consortium	Steubenville	OH
4/11/94	Kathi	Glicas	Community College	Bethlehem	PA
4/19/94	Martha	Webb	Richmond County Schools	Hamlet	NC
4/20/94	Pareice	Wilkins	US Department of Educaiton	Wahsington	DC
4/21/94	Bruce	Petterson	Hutchinson High Schools	Hutchinson	MN

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
4/28/94	Tommy	Campbell	Jack Robey JHS	Pine Bluff	AR
4/28/94	Don	Monhaut	Penn High School	Mishawaka	IN
4/28/94	Celia	Patterson	Pittsburg State University	Pittsburg	KS
4/28/94	Tom	Powers	Greater Muskegon Catholic Schools	Muskegon	MI
4/28/94	Daryl	Bates	Muskegon High School	Muskegon	MI
4/28/94	Bill	Forrest	Reorganized School District #1	Charleston	MO
4/28/94	Anita	Ogburn	Piedmont Triad Holizons	Greensboro	NC
4/28/94	Raymond	Volpe	Bergen County Technical School	Hackensack	NJ
4/29/94	Joseph	Meli	Lake Havasu Public Schools	Lake Havasu City	AZ
4/29/94	Michael	Rubin	Evaluation And Training Institute	San Francisco	CA
4/29/94	Karen	Kilmer	Southeastern Illinois College	Harrisburg	IL
4/29/94	Jane	Carter	South Central Technical College	N Mankato	MN
4/29/94	Milton	Kuykendall	Horn Lake High School	Horn Lake	MS

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4/29/94	Paul	Kramer	SUNY College of Technology	Farmingdale	NY
4/29/94	Martha	Zola	Community College	Selden	NY
4/29/94	Margot	Stone	School District of Philadelphia	Philadelphia	PA
4/29/94	Daryl	Schaefer	community College	Cleveland	TN
4/29/94	Barbara	Small	Fairfax County Public Schools	Falls Church	VA
5/4/94	Carol	Maloney	Muskegon Tech Prep Connection	Muskegon	MI
5/16/94	Francis	Morris	AZ. Wester College	Yuma	AZ
5/16/94	Carol	Singer	Associate Degree Nursing	Bradenton	FL
5/16/94	Pamela	Palaez	Sem. Community College	Sanford	FL
5/16/94	Diane	Smith	Dawson Tech	Chicago	IL
5/16/94	John	Duffy	Elgin Community College	Elgin	IL
5/16/94	Charles	Ellenbaum	College of DuPage	Glen Ellyn	IL
5/16/94	Marie	Piekaiski	U. KY. Community College	Lexington	KY

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
5/16/94	Darrell	Garth	Community College	Auburn Hills	MI
5/16/94	Renn	Corrigan	Intermediate Sch. Dist.	Clare	MI
5/16/94	Joyce	Haver	Community College	Monroe	MI
5/16/94	Sally	Ihne	Community College	Brainerd	MN
5/16/94	Castella	Henderson	Community College	St. Louis	MO
5/16/94	Sharon	Metcalfe	Community College	Asheville	NC
5/16/94	Shirley	Dove	NCSU	Raleigh	NC
5/16/94	Keith	Bird	Tech Colleges/Inst.	Concord	NH
5/16/94	Ann	Weddleton	Tech. Colleges/Inst.	Concord	NH
5/16/94	Juanita	Kari	Northern Nevada College	Elko	NV
5/16/94	Paul	Mooradian	Two-Year College Dev. Ctr.	Albany	NY
5/16/94	Paul	Shumaker	Community College	Cleveland	OH
5/16/94	Edward	Florak	Jefferson Technical College	Steubenville	OH

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
5/16/94	Terri	Britton	Rose STate College	Midwest City	OK
5/16/94	John	Gruff	Allegheny Campus (CCAC)	Pittsburgh	PA
5/16/94	Terry	Tolleson	E Tenn State University	Johnson City	TN
5/16/94	W.	Edmonson	Panola College	Carthage	TX
5/16/94	Ed	Lehr	San Jacinto College North	Houston	TX
5/16/94	Wendell	Neal	Community College	Houston	TX
5/16/94	Raquel	Henry	Kingwood College	Kingwood	TX
5/16/94	Troy	Simpson	Community College	Chatham	VA
5/16/94	Kathi	Brown	Community College	Tacoma	WA
5/16/94	Phil	Tuller	Community College	Yakima	WA
5/23/94	Gary	Passer	Northland Pioneer College	Holbrook	AZ
5/23/94	Eloise	Cantreel	Mission College	Sylmar	CA
5/23/94	Celeste	Beck	Community College	Lake Worth	FL

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5/23/94	John	Duffy	Elgin Community College	Elgin	IL
5/23/94	C.	Dassance	Community College	Ashland	KY
5/23/94	Judy	Rhoads	Community College	Queensboro	KY
5/23/94	Ed	Terceiro	Community College	Gardner	MA
5/23/94	Gretchen	Brown	Essex County College	Newark	NHJ
5/23/94	Paul	Shumaker	Community College	Cleveland	OH
5/23/94	Ellen	Levine	Community College	Salem	OR
5/23/94	Camille	Bagnato	Cambria County CC	Johnstown	PA
5/23/94	Elaine	Adams	HCCS Northeast College	Houston	TX
5/23/94	Cathy	Lemmon	Community College Week	Fairfax	VA
5/23/94	Ron	Moss	Gillette Campus	Gillette	YWY
5/24/94	Gary	Green	Community College	Decatur	AL
5/24/94	Clifford	Soper	Red Deer College	Red Deer	Alberta Canada

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5/24/94	Lois	Wells	Arkansas State University	Mountain Home	AR
5/24/94	Karen	Nicodemus	Cochise College	Douglas	AZ
5/24/94	Doreen	Dailey	Yavapai College	Prescott	AZ
5/24/94	Francis	Morris	AZ Western College	Yuma	AZ
5/24/94	Donald	Donato	Feather River CC District	Quincy	CA
5/24/94	Cruz	Rangel	Cesar Chavez Center SDCCD	San Diego	CA
5/24/94	William	Flynn	Palomar College	San Marcos	CA
5/24/94	Sam	Schauerman	El Camino College	Torrance	CA
5/24/94	Alex	Sanchez	Community College District	Whittier	CA
5/24/94	George	Mihel	CNCC	Craig	CO
5/24/94	Marlene	Hall	Community College of Denver	Denver	CO
5/24/94	Pauline	Labrie	Department of Energy	Washington	DC
5/24/94	Paul	Briece	Educational Development	Washington	DC

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5/24/94	Gwedolyn	Sanders	Delaware Tech	Dover	DE
5/24/94	Marguerite	Johnson	Community College	Dover	DE
5/24/94	Tom	Chappell	Interlachen High School	Interlachen	FL
5/24/94	Jeffrey	Likenbill	Community College	Miama	FL
5/24/94	Joan	Tiller	Community College	Orlando	FL
5/24/94	Pamela	Palaez	Sem Community College	Sanford	FL
5/24/94	Sue	Friedman	Heart of Georgia Technical Institute	Dublin	GA
5/24/94	Roger	Salter	West GA Tech	La Grange	GA
5/24/94	Ruth	Winchester	Henry County High School	Lithonia	GA
5/24/94	Carolyn	Rackley	Educational Testing Service	Tucker	GA
5/24/94	Jean	Goodnow	Community College	Mason City	IA
5/24/94	Paul	Heath	Elgin Community Colle	Elgin	IL
5/24/94	Travis	Kirkland	Neosho County CC	Chanute	KS

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5/24/94	Marie	Piekaiski	U. KY. Community College	Lexington	KY
5/24/94	Richard	Kazis	Jobs for the Future	Cambridge	MA
5/24/94	D.	Cornick	Waldon University	Columbia	MD
5/24/94	William	Hierstein	Central Main Tehcnical College	Auburn	ME
5/24/94	Guy	Altieri	Community College	Ann Arbor	MI
5/24/94	Darrell	Garth	Community College	Auburn Hills	MI
5/24/94	Vicky	Smith	Austin Community College	Austin	MN
5/24/94	Vicky	Smith	Austin Community College	Austin	MN
5/24/94	Ronald	Fundis	Jefferson College	Hillsboro	MO
5/24/94	James	Kellerman	Missouri CC Association	Jefferson City	MO
5/24/94	Marion	Bonaparte	Union County College	Elizabeth	NJ
5/24/94	Stephen	Curtis	BMCC	New York,	NY
5/24/94	David	Mathis	Community College	Utica	NY

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5/24/94	Barbara	Bardes	College University of Cincinnati	Cincinnati	OH
5/24/94	Craolyn	Prager	Franklin University	Columbus	OH
5/24/94	David	Ponitz	Community College	Dayton	OH
5/24/94	Carole	O'Keefe	Glencoe/Macmillan/McGraw-Hill	Westerville	OH
5/24/94	James	Lovell	NE Oklahoma A&M College	Miami	OK
5/24/94	Ronald	Daugherty	Oregon State University	Corvallis	OR
5/24/94	Francis	Matsutaro	Palau Community College	Republic of Palau	PW
5/24/94	Charles	Hurley	Northeast STate Tech. CC	Blountville	TN
5/24/94	Fred	Margin	Pellissippi State Tech CC	Knoxville	TN
5/24/94	Suzanne	Field	Community College	Memphis	TN
5/24/94	William	Law	Montgomery College	Conroe	TX
5/24/94	Linda	Timmerman	Navarro College	Corsicana	TX
5/24/94	Paula	Mitchell	Community College	Elpaso	TX

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5/24/94	Ed	Lehr	San Jacinto College North	Houston	TX
5/24/94	Sanford	Shugart	Community college	Houston	TX
5/24/94	Linda	Rodriguez	St. Philip's College	San Antonio	TX
5/24/94	Ann	Erickson	Community College	Salt Lake City	UT
5/24/94	Rob	Goralewicz	D. AL Community College	Clifton Forge	VA
5/24/94	Mary	Santovec	Magna Publications	Madison	WI
5/24/94	Linda	Stewart	Technical College System Board	Madison	WI
5/24/94	Daniel	Burell	Milwaukee ARea Tehcnical College	Milwaukee	WI
5/25/94	Dau,	Associates	Government Consultants	Washington	DC
5/25/94	Karen	Hoffman	Community College	Ann Arbor	MI
5/25/94	Sandy	Kissler	Cleveland County Schools	Shelby	NC
5/25/94	Paul	Mooradian	University at Albany	Albany	NY
6/3/94	Jim	Dean	Penillas County Schools	Largo	FL

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
6/3/94	Mona	Jenson	Community High School	Wellington	FL
6/3/94	Mona	Jenson	Community High School	Wellington	FL
6/3/94	Mary	DuPont	of Palm Beach County, Florida	West Palm Beach	FL
6/3/94	Kathy	Sherman	Carroll High School	Ft. Wayne	IN
6/6/94	Sandra	Schnauffer	Intermediate School	Eston	PA
6/9/94	Barbara	Adams	VoTech Resource Center	Black Rock	AR
6/9/94	Rich	Brennan	Blackstone Valley Tech	Upton	MA
6/10/94	Jane	Eichman	Vocational Technical Center	Quincy	IL
6/10/94	Shirley	McIntosh	AC Reynolds High School	Black Mountain	NC
6/14/94	Larry	Gray	Marana High School	Tuscon	AZ
6/14/94			Dau, Walker & Associates	Washington	DC
6/14/94	Dee	Taylor		Decatur	GA
6/14/94	Karen	Davenport		Decatur	GA

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DATE	FIRST	LAST	REPRESENTING	CITY	STATE
6/14/94	JoAnn	Cable	Kaw Area Technical School	Topeka	KS
6/14/94	Marian	Weeks	Kaw Area Technical School	Topeka	KS
6/14/94	Charles	Robertson	Office Policy Department.	Jackson	MS
6/14/94	Elizabeth	McKinney	Mitchell County Schools	Bakersville	NC
6/14/94	Howard	Berken	Education Department	Albany	NY
6/14/94	W.	Collins	of Agriculture and Technology	Cobleskill	NY
6/14/94	George	Mann		Smithtown	NY
6/14/94	Paul	Parnell	Skagit Island Tech Prep	Mount Vernon	WA
6/27/94	Jeff	Fitz		Cordele	GA
6/27/94	Daniel	Gottschalk	Tech Prep Consortium	Lafayette	IN
6/27/94	Nancy	Jager	School District of St. Clair County	Imlay City	MI
6/27/94					
7/5/94	Nadine	Possehl	Community College	Omaha	NE

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
7/13/94	Lorriane	Moores	Bonavista Campus	Bonavista, New Finland	BC
7/13/94	Marie	Branstether	Community College	Kansas City	KS
7/14/94	John	Kondis	Durham Chamber of Commerce	Durham	NC
7/15/94	Pat	Cygar	Community College	Ann Arbor	MI
7/26/94	Jim	Hethcox	Community College	Deatsville	AL
7/26/94	Mary	Poulin	Facilitators Project	Andover	MA
7/26/94	Jeanette	Carpenter	Richmond County Schools	Hamlet	NC
7/26/94	James	DeWitt		Blacksburg	VA
7/27/94	Marilyn	Kelly	Oneida County Boces Schools	New Hartford	NY
8/1/94	Jeanine	Rounds	Yuba Community College	Marysville,	CA
8/1/94	Margaret	Cunningham	Grand Prairie I. S. D.	Grand Prairie,	TX
8/25/94	Debbie	Garrison	Community College	Decatur,	AL
8/29/94	Tysa	Laupua	Liberty Union High School	Brentwood	CA

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
9/6/94	Mary	Poulin	Massachusetts Facilitator Project	Andover	MA
10/4/94	Rosa	Arana	c/o ACSA	Burlingame	CA
10/4/94	Charles	Weis	Ventura County Schools	Camarillo	CA
10/4/94	Mary	Poulin	Facilitators Project	Andover	MA
10/4/94	John	Nygren	Beverly High School	Beverly	MA
10/4/94	Teresa	Connelly	Haverhill High School	Haverhill	MA
10/4/94	Diane	Lassman	The EXCHANGE at CAREI	Minneapolis	MN
10/4/94	Barb	Knapp	The EXCHANGE at CAREI	Minneapolis	MN
10/4/94	Susan	Custer	Oklahoma Facilitator Center	Cushing	OK
10/4/94	Judy	Bramlett	Texas Facilitator Project	Huntsville	TX
10/4/94	Richard	Lovett	Freedom Area School District	Freedom	WI
10/4/94	Will	Ashmore	of Public Instruction	Madison	WI
10/6/94	Diana	Johnson	Rockville High School	Rockville	CT

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
10/6/94	Claudia	Chaffee	School for the Deaf	Allston	MA
10/6/94	Kathryn	Michael		Boston	MA
10/6/94	Susan	Castella	Chelsea High School	Chelsea	MA
10/6/94	Deborah	Miller	Chelsea High School	Chelsea	MA
10/6/94	Leanna	Russell	East Bridgewater High School	East Bridgewater	MA
10/6/94	Patricia	Fallon	Community College	Gardner	MA
10/6/94	Ed	Kozlowski	Gardner High School	Gardner	MA
10/6/94	Doug	Holley	Hingham High School	Hingham	MA
10/6/94	Lee	Kurasowicz		Leominster	MA
10/6/94	Peg	Bondorew	Department of Education	Malden	MA
10/6/94	Catherine	Decker	St. Joseph School	Medford	MA
10/6/94	Susan	Hebert	Sutton High School	Sutton	MA
10/7/94	Richard	Johnston		Somerville	MA

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
10/11/94	Jack	Crawford	Community College (U-Tech)	Monroe	NC
10/12/94	Judy	McKnight	Network of Virginia	Falls Church	VA
10/12/94	Freddie	Reed	King George High School	King George	VA
10/13/94	Peter	Young	Governmental Research	Rochester	NY
10/13/94	Barbara	Keller		Houston	TX
10/17/94	Myrtle	Stogner	Tech Prep Consortium	Albany	NY
10/19/94	James	Hethcox	ISCC	Deatsville	AL
10/19/94	Beulah	Prescott	Pamlico County Schools	Bayboro	NC
10/19/94	Carolyn	Owen	Brevard High School	Brevard	NC
10/19/94	Diane	Hollifield	Kings Mountain High School	Kings Mountain	NC
10/19/94	Gloria	Hale	New Bern High School	New Bern	NC
10/19/94	Donna	Gladson	West Craven High School	Vanceboro	NC
10/20/94	Robin	Allen	NC Equity	Raleigh	NC

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
10/20/94	Luther	Otto		Raleigh	NC
10/21/94	Myrtle	Stogner	NC Tech Prep Leadership Center	Hamlet	NC
10/25/94	Marilyn	Raby	High School District	Redwood City	CA
10/25/94	Julie	Stock	Western Iowa Technical College	Sioux City	IA
10/31/94	Irma	Guevara	Rowland Unified School District	Rowland Heights	CA
10/31/94	Ann	Southerland	Pensacola Junior College	Pensacola	FL
10/31/94	Cathy	Evans	Gideon School District #37	Gideon	MO
10/31/94	Glenys	Williams	Cazenovia Central High School	Cazenovia	NY
10/31/94	Thereza	Lobo	Newburgh Free Academy	Newburgh	NY
10/31/94	David	Motta	Niskayuna High School	Schenectady	NY
10/31/94					
11/2/94	Sara	Content	Unified School District	Manhatten Beach	CA
11/3/94	Ruth	Vahle	Board of Education	Nicholsville	KY

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
11/4/94	Karen	Chisholm	Arkansas State Technical Institute	Beebe	AR
11/4/94	David	Borg		Harrison	AR
11/4/94	Rick	Hinterhuer		Harrison	AZ
11/4/94	Dorine	Chancellor	Eastern Arizona College	Thacker	AZ
11/4/94	Raghu	Mathur	Irvine Valley College	Irvine	CA
11/4/94	Scott	Griffith	American River College	Sacramento	CA
11/4/94	Kelly	Locke	Hartnell College	Salinas	Ca
11/4/94	Diane	Chriatianson	Community College	Fort Myers	FL
11/4/94	Richard	Ray		Columbus	GA
11/4/94	Kenny	Foxx	Forsyth Central High School	Cumming	GA
11/4/94	Mike	Weaver		Cumming	GA
11/4/94	Nettie	Engels	D.O.I.	Grovetown	GA
11/4/94	Wendy	Moore	Lanier County High School	Lakeland	GA

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
11/4/94	Stephanie	Levine		Orient	IA
11/4/94	Jim	Herinkson		Pocatello	ID
11/4/94	Eric	Rude	Pocatello High School	Pocatello	ID
11/4/94	Jodi	Ferriell		Decatur	IL
11/4/94	Leila	Stokes	Mascoutah High School	Mascoutah	IL
11/4/94	Dianne	Mulford		Cherokee	IN
11/4/94	Richard	Watson	Natchitoches 9th Grade Center	Nachitaches	LA
11/4/94	Mims	Alfred		Zachary	LA
11/4/94	Lyle	Thomason	Todd County High School	Mission	MD
11/4/94	Mike	Newton	Deer River High School	Deer River	MN
11/4/94	Connie	Shoemaker	Jefferson High School	Lafayette	MN
11/4/94	Duane	Rominger	Vocational Technical Ed.	St. Paul	MN
11/4/94	Wally	McGinnis	tech Prep Consortium	Trenton	MO

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
11/4/94	Wally	McGinnis	NCMC	Trenton	MO
11/4/94	Dorothy	King		Stringer	MS
11/4/94	Caryn	Fehely		Sidney	MT
11/4/94	Beth	Garrett		Cary	NC
11/4/94	Lynn	Stogelmayer		Aberdeen	SD
11/4/94	Margie	Hunt	Decatur High School	Decatur	TX
11/4/94	Kyle	Brashear	Memorial High School	McAuen	TX
11/4/94	Molly	Cook		Sonora	TX
11/4/94	Stephen	Koszewski	Tomball High School	Tomball	TX
11/4/94	Dale	Hudelson	Vocational Association	Alexandria	VA
11/4/94	Gail	Bess	John F. Kennedy Office Complex	Suffolk	VA
11/4/94	Karin	Hilgersom		Liberty Lake	WA
11/7/94	Martha	Webb	Richmond County Schools	Hamlet	NC

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DATE	FIRST	LAST	REPRESENTING	CITY	STATE
11/9/94	Macy	McRae	New Hanover County Schools	Wilmington	NC
11/9/94	Elizabeth	Pagan	EIRC	Seawell	NJ
11/9/94	Carolyn	Ward	Community College	Glenns	VA
11/10/94	Myrtle	Stogner			
11/16/94	Myrtle	Stogner			
11/17/94	Claire	Bellino	Schools/Rockville High School	Vernon	CT
11/21/94	Judy	Crymble	Senior High School	Garden City	KS
11/21/94			Kentucky University	Highland Heights	KY
11/21/94	Delores	Riddick	Franklinton High School	Franklinton	NC
11/28/94	Myrtle	Stogner	NDN Statewide Conference	Austin	TX
12/5/94	Juanita	Haydel	(J.B. Martin Middle School)	Paradis	LA
12/5/94	Karma	Crouch	Community College	Asheville	NC
12/5/94	Art	Cordova, T-VI		Albuquerque	NM

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
12/5/94	Jung	Rno	Raymond Walters College	Blue Ash	OH
12/5/94	Ron	Rosenboom	WDTI	Rapid City	SD
12/5/94	Cathy	Zubke	Lake Area Technical Institute	Watertown	SD
12/6/94	Cheryl	Nixon	Lincoln County Schools	Lincolnton	NC
12/6/94	Rita	Bell	Colleges & Schools	San Antonio	TX
12/12/94	Betsy	Spann	H.V. Jenkins High School	Savannah	GA
12/13/94	Kenneth	Mettlach	Republic R-III Schools	Republic	MO
12/16/94	Scott	Bray	New Mexico State University	Las Cruces	NM
1/11/95	Jackie	Goetter	Partners in Education	Decatur	IL
1/17/95	Judy	Hamilton	Community College	Statesville	NC
1/23/95	Dorothy	Wheeler	Louisiana Tech Prep	Bastrop	LA
1/27/95	Judy	Smith-Davis	Outreach Alliance 2000 Project	Fairfax Station	VA
1/30/95	Crystal	Brantley	Community College	Henderson	NC

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/31/95	Ann	McCoy	Clinton Middle School	Clinton	MO
2/2/95	Dan	Young	Citizens for Quality Education	Atlanta	GA
2/6/95	Myrtle	Stogner	Development Center	Hamlet	NC
2/7/95	Diane	Honeycutt	Community College	Hamlet	NC
2/8/95	Gene	Martin	Soledad Union School District	Soledad	CA
2/8/95	Peer	Nyberg	American Indian OIC	Minneapolis	MN
2/8/95	Lawrence	Arney	Western Carolina University	Cullowhee	NC
2/8/95	Richard	Keefer	Marion High School	Marion	NY
2/10/95	Curtis	Shivar	Community College	Goldsboro	NC
2/10/95	Carol	Lewis	Nash Community College	Rocky Mount	NC
2/13/95	Barbara	Jeffcoat	Brookland-Cayce High School	Cayce	SC
2/20/95	Linda	Walters	Robeson County Public Schools	Lumberton	NC
2/22/95	Julie	Nurenberg	Michigan State University	East Lansing	MI

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
2/22/95	Retha	Asklund	Murray State College	Tishomingo	OK
2/23/95	Jim	Bleyer	SERVE	Tallahassee	FL
2/24/95	Barbara	Small	Fairfax County Public Schools	Falls Church	VA
3/3/95	Wendy	Thill	Brodmoore Center	Overland Park	KS
3/3/95	Don	Roberts	Shawnee Mission North High School	Overland Park	KS
3/3/95	Nancy	Agnew	& Regional Planning	Chapel Hill	NC
3/6/95	Jolene	Shulz	Missouri Education Center	Columbia	MO
3/7/95	Bryce	Gadbury	Lakeland AEA3	Cylinder	IA
3/7/95	Judy	Thomas	Community College	Emmetsburg	IA
3/8/95	Kathy	Bishop	Union High School District	Santa Clarita	CA
3/9/95	Roseann	Cockran	Education Department	Honolulu	HI
3/9/95	Myrtle	Stogner	Development Center	Hamlet	NC
3/13/95	Paul	Parnell	Skagit Valley College	Mt. Vernon	WA

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DATE	FIRST	LAST	REPRESENTING	CITY	STATE
3/14/95	Lee	Mayfield		Chapel Hill	NC
3/16/95	Don	Lawhead	Educational Development	Tucson	AZ
3/16/95	Bob	Phillips	Lt. Governors Office	Raleigh	NC
3/20/95	Tom	Kirk	Community College	Dothan	AL
3/20/95	Jerrelu	Mason	Community College	Dothan	AL
3/20/95	Anthony	Newberry	UK Community College System	Lexington	KY
3/20/95	Lisa	McAlister	Community College	Chalmette	LA
3/20/95	Shirley	Reed	Community College	McAllen	TX
3/23/95	Sandra	Madison	Pine Forest High School	Pensacola	FL
3/27/95	Mary	Wright	Gaffney High School	Gaffney	SC
3/28/95	Nikki	Covington		Raleigh	NC
3/28/95	Virginia	Meek		Medford	OR
4/5/95	Mary	Ryder	Community College District	Riverside	CA

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
4/5/95	Judy	Bishop		Tallahassee	FL
4/7/95	Kathy	Putnam	The Rural Center	Asheboro	NC
4/7/95	Joe	Messore	Regional High School	Seabrook	NJ
4/17/95	Jim	Hanks	Clark County School District	Athens	GA
4/18/95	Carroll	Humphries	Athens Area Technical Institute	Athens	GA
4/20/95	Linda	Carter	Department of Educationa	Cheyenne	WY
5/3/95	Nancy	Brooks	U.S. Department of Education	Washington	DC
5/4/95	Lyna	Schell	Ciba Geigy	McIntosh	AL
5/11/95	Mary	Ryder	College of the Desert	Palm Desert	CA
5/11/95	Sue	Roth	Golden Ridge School	Placerville	CA
5/11/95	Robert	Yager	University of Iowa	Iowa City	IA
6/5/95	Dean	Belton	Coast Community College	Gulfport	MS
6/22/95	Robert	Nolam	Napa Valley Unified	Napa	CA

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DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/7/94	Bill	Ratzburg	Kenosha Unified School District	Kenosha	WI
1/7/94	Michael	Tokheim		Madison	WI
1/7/94	Michael	Galloy	University Of Winconsin	Menomonie	WI
1/7/94	Kandee	Rosburg		Superior	WI
1/10/94	Curtis	Netcott	Des Moines Central Campus	Des Moines	IA
1/10/94	Richard	Glagousky		Libertyville	IL
1/10/94	Ralph	Dirkson	Western Illinois University	Macomb	IL
1/10/94	Donna	Peterson	Kishwaubee College	Malta	IL
1/10/94	Marilyn	Kovanda	Ridgewood High school	Norridge	IL
1/10/94	Keith	Robinson	Maine Township High School South	Parkridge	Il
1/10/94	Trudy	Muller		Peoria	IL
1/10/94	Sharon	Guilinger	Savanna Jr/Sr High School	Savana	IL
1/10/94	Tom	Voegtle	Energy Concepts	Skokie	IL

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DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/10/94	Gene	Erickson	Streamwood High school	Streamwood	IL
1/10/94	Bruce	Cunningham	Community High School	Franklin	IN
1/10/94	Margaree	Johnson	Indianapolis Public Schools	Indianapolis	IN
1/10/94	Bryan	Cause	NVATA	Liberty	IN
1/10/94	Jim	Heller	Community Schools	Muncie	IN
1/10/94	Clarke	Payne	Muncie Are Career Ctr	Muncie	IN
1/10/94	JobBerta	Hein	North Posey High School	Poseyville	IN
1/10/94	Frank	Veeman	Allen County CC	Iola	KS
1/10/94	Stan	Abrahamson	Area Vocational Technical School	Kansas City	KS
1/10/94	Jim	Todd	AVTS	Kansas City	KS
1/10/94	Mary	Pitchford	Communications, Inc	Overland Park	KS
1/10/94	Barry	Dean	PITSCO, Inc.	Pittsburg	KS
1/10/94	Patricia	Soucy	Management Center	Pittsburg	KS

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/10/94	David	Little	RMI Media Productions	Shawnee Mission	KS
1/10/94	Marilyn	Meyer	Shawnee Mission Schools	Shawnee Mission	KS
1/10/94	Monte	Miller	KAW ARea Technical School	Topeka	KS
1/10/94	Larry	Schrader	Wichita Area Voc-Tech School	Witchita	KS
1/10/94	Clayton	Burgess	Trigg County High School	Cadiz	KY
1/10/94	Betty	Beardsley	Fayette County Public Schools	Lexington	KY
1/10/94	Sue	Breeze	Lafayette Senior High School	Lexington	KY
1/10/94	Charlotte	Tulloch	University of Kentucky	Lexington	KY
1/10/94	Pat	Vencill	Madison Central High School	Richmond	KY
1/10/94	William	Davis	Eastern Kentucky University	Richmone	KY
1/10/94	Sondra	Chapman	Monroe Coutny High School	Tompkinsville	KY
1/10/94	Rusty	Weaver	E Baton Rouge School Board	Baton Rouge	LA
1/10/94	Yvonne	Nomand		Opelousas	LA

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DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/10/94	Jean	Michaels	Technical Vocational Ed	Boston	MA
1/10/94	J	Moscaritolo	Madison Park	Boston	MA
1/10/94	Wilfrid	Savoie	Regional Technical School	Canton	MA
1/10/94	John	Lind	Smith Vocational Agri HS	Northhampton	MA
1/10/94	Allison	Timperio	CMG Information Services	Wilmington	MA
1/10/94	Janet	Doe	Worcester Technical Institute	Worcester	MA
1/10/94	Priscilla	Abney	Francis M Wood HS #178	Baltimore	MD
1/10/94	Maria	Blake		Bethesda	MD
1/10/94	Emily	Green	Suitland High School	Forestville	MD
1/10/94	Ronald	Hoyman	Baltimore County Public Schools	Towson	MD
1/10/94	Maurice	Bernier	Maine Vocational Reg. 10	Brunswick	ME
1/10/94	Bruce	Vermeulen	TDC	Bucksport	ME
1/10/94	Naomi	Singer	Charlevoix-Emmet Intermediate	Chalevoix	MI

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1/10/94	Ethel	Washington		Detroit	MI
1/10/94	Roger	Gustafson	Delta-Schoolcraft I S D	Escanada	MI
1/10/94	Carol	Smith	T B A Career Tech Center	Traverse City	MI
1/10/94	Marv	Ziner	Senior High School	ElkRiver	MN
1/10/94	Jean	Jackson	District 77 AHS	Manicato	MN
1/10/94	Kros	Goehring	Finney Company	Minneapolis	MN
1/10/94			Tech Prep	Rosemont	MN
1/10/94	Kerry	Lindgren	Staples HS Agricultural Ed	Staples	MN
1/10/94	Karen	Smith	Dept of Practical Arts	Columbia	MO
1/10/94	Bruce	Rose	Hannibal Area Voc-Tech School	Hannibal	MO
1/10/94	Les	Lang	Fort Osage Area Voc-Tech School	Independence	MO
1/10/94	Bob	Larivee	Needs/Guidance Services	Jefferson City	MO
1/10/94	Lee	Hampton	Voc-Tech/Adult Ed.	Kansas City	MO

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/10/94	Jane	Merdic	Kansas City School District	Kansas City	MO
1/10/94	Marcia	Northrup	LSHS	Lee's Summit	MO
1/10/94	R.	Youngs	Building Training Center	North Kansas City	MO
1/10/94	Clark	Haerris	Community College	Sedalia	MO
1/10/94	Barbara	Voigt	Hillyard Tech	St Joseph	MO
1/10/94	Ted	Berni	South Technical High School	St Louis	MO
1/10/94	Patrick	Downey	Mehlville School District	St Louis	MO
1/10/94	Carolyn	Rybicki	Community College	St Louis	MO
1/10/94	Shirely	Moore	Amory Vo-Tech	Armory	MS
1/10/94	Maudean	Sander	ECCC	Decatur	MS
1/10/94	Leonard	Plitt		Gulfport	MS
1/10/94	Bertha	Williams	HE.EC	Jackson	MS
1/10/94	Ellen	Shaw	Community College	Mayheur	MS

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1/10/94	James	Rushing	SMCC	Summit	MS
1/10/94	Lillian	Klawitter		Missoula	MT
1/10/94	Jonny	Hamilton	Construction Trades Press	Clinton	NC
1/10/94	Terry	Reece	Cabarrus County Schools	Concord	NC
1/10/94	Rosella	Cox	Alamance County Schools	Graham	NC
1/10/94	Dewey	Adams	North Carolina State University	Raleigh	NC
1/10/94	Elroy	Burkle		DevilsLake	ND
1/10/94	LeRoy	Boespflug	Dickinson Public Schools	Diskcinson	ND
1/10/94	Jacque	Crehan	University NE Lincoln	Lincoln	NE
1/10/94	John	Renzelman	Wayne State College	Wayne	NE
1/10/94	Ann	Weddleton	NH Technical Colleges	Concord	NH
1/10/94	Langdon	Plumer	Seacost School Of Technology	Exeter	NH
1/10/94	Judith	Hildebrandt	Keene State College	Keene	NH

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1/10/94	Armand	Peters	Nashua Senior High School	Nashua	NH
1/10/94	Gary	Eastman	Portsmouth High School	Portsmouth	NH
1/10/94	Samuel	Bruno	Somersworth HS Vocational Center	Somersworth	NH
1/10/94	Carole	Cummings		Avon	NJ
1/10/94	Bruce	Dabney	Snyder High School	Jersey City	NJ
1/10/94	Ned	Sheerin	Resource Ed. Products	Voorhees	NJ
1/10/94	William	Ollila	Vocational Education	Wayne	NJ
1/10/94	Spankie	Bassett		Artesia	NM
1/10/94	Robert	Dorak	Crownpoint Inst of Tech	Crownpoint	NM
1/10/94	John	Jeans	Nevada Dept of Education	Carson City	NV
1/10/94	Patricia	Franks	Occupational Ed Assn.	Binghamton	NY
1/10/94	Terry	Hughes	State University of New York	Cobleskill	NY
1/10/94	Richard	Tarpinian	R J T Educational	Franklin Square	NY

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DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/10/94	William	Youngfert	Herricks Middle School	Franklin Square	NY
1/10/94	Gerald	Hill		Syracuse	NY
1/10/94	Thomas	Olivo	Training consultants	West Sand Lake	NY
1/10/94	Brad	Briggs	Vocational School District	Carroll	OH
1/10/94	Dale	Yoder	Northwest Local School District	Cincinnati	OH
1/10/94	Karen	Hale	Mayfield High School	Cleveland	OH
1/10/94	Morgan	Lewis	Ohio State University	Columbus	OH
1/10/94	Larse	Watkins		Columbus	OH
1/10/94	Bonnie	Short	Rutherford B Hayes HS	Delaware	OH
1/10/94	John	Harkness	FSC Educational, Inc	Mansfield	OH
1/10/94	John	Skulski	Frey Scientific	Mansfield	OH
1/10/94	Timothy	Barrett	Frey Scientific	Mansfield	OH
1/10/94	Robert	Freeze	Springfield Clark JVS	Springfield	OH

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1/10/94	Merritt	Obrieter	University Of Toledo	Toledo	OH
1/10/94	Kenneth	Davies		Enid	OK
1/10/94	Dunn	Faires	Technology Division	Tahlequah	OK
1/10/94	Marvin	Clemons	Lane ESD	Eugene	OR
1/10/94	Anthony	Crimaldi	Erie County Technical School	Erie	PA
1/10/94	Charles	Davis	Community College	Tullahoma	TN
1/10/94	Martin	Strand	Alvin Independent School District	Alvin	TX
1/10/94	E.	Boggan	ETSU Commerce	Arlington	TX
1/10/94	Kelly	Gourley	Independent School District	Conroe	TX
1/10/94	Lee	Sloan	Del Mar College	Corpus Christi	TX
1/10/94	Glynda	Davis		Grand Prairie	TX
1/10/94	John	Brown	Community College System	Houston	TX
1/10/94				Houston	TX

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

DATE	FIRST	LAST	REPRESENTING	CITY	STATE
1/10/94	Judy	Christopher		Irving	TX
1/10/94	Jerry	Knight	Mansfield ISD	Mansfield	TX
1/10/94	Carolyn	Madewell	Mansfield High School	Mansfield	TX
1/12/94	Marsha	Dufner	J C Harmon High School	Kansas City	KS
1/12/94	C.	Troublefield	Concord Middle School Library	Concord	NC
1/13/94	Kendall	Keith	High Vocational School	Jessup	GA
1/14/94	Betty	Morris	Watauga County Schools	Boone	NC
1/18/94	Pam	Hinson	Central Office	Hamlet	NC
1/18/94	Myrtle	Stogner	North Carolina Tech Prep Center	Hamlet	NC
1/18/94	Joan	Pharr	Community College	Las Cruces	New Mexico
1/27/94	Jeff	Phillips	Harlan County School	Harlan	KY
1/27/94	Gus	Demas	Community College	Clinton Township	MI
1/27/94	Yvonne	Jordan		Hamlet	NC

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

Phone Database
Terminal 1 - 1/1/93 - 6/30/95

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
11/3/93	Stephen Athans	Sandhills Comm College	Southern Pines	NC	919-692-6185
11/4/93	Al Phillips	Southeastern Community College			
11/4/93	Al Phillips	Southeastern Community College			919-642-7141 ext.23
11/4/93	Carol Maloney	Muskegon Community College			616-777-0418
11/5/93	Carla High		Oklahoma City	OK	405-720-4380
11/5/93	Carol Parker		Vass	NC	
11/5/93	Dr. Michael Garnos	Douglas High School	Ellsworth AFB	SD	605-923-1464
11/5/93	Edward Mills	Weldon City Schools			919-536-4821
11/5/93	Gladys Sato		Honolulu	HI	803-734-9485
11/5/93	Heather Adamson	Clarke County School District	Athens	GA	706-353-3438
11/8/93	Debra Crandall				
11/8/93	Delpha Bolt	Mt. Hood Community College			
11/8/93	Gladys Sato		Honolulu	HI	808-734-9485
11/8/93	Milton Adams				
11/9/93	Andy Drewlinger	Creative Education Connection	Rockville	MD	
11/9/93	Ken	Helms Jewelers			
11/9/93	Mary Grace				
11/9/93	Mike Harding	South West Indiana TP Consortium	Evansville	IN	812-429-1402
11/9/93	Milton Adams				404-657-8308
11/10/93	Carol Maloney	Muskegon Comm College	Muskegon	MI	616-777-0418
11/10/93	Diane Honeycutt	RCC			7055
11/10/93	Kay Covington				7038
11/10/93	Laura	Icing	Charlotte	NC	
11/10/93	Mary Grace Church	RCC Student Government Assoc			
11/10/93	Pam	RCS			582-5860
11/11/93	Bill Bacchus	Reorganized School Dist. #1	Charleston	MO	314-683-3776
11/11/93	John Wester	RCC			7117
11/12/93	Charles Perry	Union County Schools			704-283-3836
11/12/93	Edward Mills	Weldon City Schools			
11/12/93	Heather Adamson	Clark County Public Schools	Athens	GA	
11/15/93	John Stewart				919-276-3626
11/15/93	Marcia Dier	Mt. Hood Comm College			503-667-7394
11/15/93	Mary Laura Dorman	Public Schools of Robeson County			
11/15/93	Sarah Hamilton				
11/16/93	Diane Honeycutt	RCC			7055
11/16/93	Jane Poe-Eure	Durham Public Schools	Durham	NC	
11/16/93	Janice Fields	Public Schools of Robeson County			
11/16/93	Van Reels		Raleigh	NC	919-847-1292
11/17/93	Gladys Sato				808-734-9485

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
11/17/93	Laura	The Icing	Charlotte	NC	704-365-8311
11/18/93	Geraline Castle	Cumberland County Schools	Fayetteville	NC	
11/19/93	Sarah Hamilton				582-5860
11/19/93	Stephen Athans	Sandhills Community College			910-692-6185
11/22/93	Barbara Sherrick	Franklin County School			919-496-4159
11/22/93	Betty Bagwell	Jones County Comm College	Ellisville	MS	601-477-4116
11/22/93	Jean Watson	Chesterfield, Marlboro, Dillion Consor			803-537-5286
11/22/93	Joe Grimsley	RCC			
11/22/93	Leland Blankenship	Haywood County Schools			704-456-2400
11/22/93	Ron Layne	RCC			
11/23/93	Carla High	Francis Tuttle VoTech			405-720-4380
11/23/93	Linda Kittler	Pine Bluff High School	Pine Bluff	AR	501 543-4209
11/23/93	Sue Waggoner	Bootheel Tech Prep Consortium	Poplar Bluff	MO	314-840-9689
11/29/93	Art Schnell	Scheboygan Area School District	Scheboygan	WS	Fax#414-459-4300
11/29/93	Diane Honeycutt	RCC			7055
11/29/93	Fletcher Pearson	Clinton City Schools			910-592-2067
11/29/93	Guy Loftin	Guilford Technical Comm College			919-334-4822 ext 24
11/29/93	Martha Webb				
11/29/93	Windy Ammons	Windy's Barbeque			582-1221
11/30/93	Barbara Sherrick	Franklin County Schools			919-496-4159
11/30/93	Barbara Townsend	Wayne High School			513-233-6431 ext32
11/30/93	Carol Maloney	Muskegon Community College			616-777-0418
11/30/93	Debra McDowell				
11/30/93	Linwood Ward	Union County Schools			704-283-3650
11/30/93	Tom Koch				Fax# 414-424-3478
12/2/93	Ann Dukman	Vocational Education Journal	Alexandria	VA	
12/2/93	John Stewart	Scotland County Schools			
12/2/93	Mary Jolly	Delgotto Tech Prep			504-483-4442
12/3/93	Barbara Sherrick				919-496-4159
12/3/93	John Stewart	Scotland County Schools	Laurinburg	NC	910-276-3626
12/6/93	Guy Loftin	Guilford Technical Community College			
12/6/93	June Atkinson	NCDPI			
12/6/93	Wayne Emerson				910-678-2412
12/7/93	Linnea Lopresti	Genesee Community College	LaCava	NY	716-343-0055 ext.37
12/8/93	Jan Quailey	Harrison County Schools		WV	304-624-3292
12/8/93	Julie Thomasson	MDC	Chapel Hill	NC	919-968-4531
12/8/93	Sandra Brooks	Jackson High School	Jackson	GA	404-775-8119
12/9/93	Dr. Molina	Delgotta Tech Prep			
12/9/93	Mark Huth	Delmar Publishing			1-800-998-7498 ext3
12/13/93	John Krause		Las Crusus	NM	505-527-6050
12/13/93	Kay Trinkle	NCRVE		IL	

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
12/14/93	Anne Jelinck	Chapel Hill High School	Chapel	NC	919-967-5901
12/14/93	Barbara Sherrick	Franklin County Schools			919-496-4159
12/14/93	Bill Bacchus	Reorganized School District #1	Charleston	MO	314-683-3776
12/14/93	Cheryl	Richmond County Printers			582-4609
12/14/93	Martha Cranfill				
12/15/93	Jackie Goetter	Partners in Education	Decatur	IL	217-428-5825
12/16/93	Carrie Alford	Mississippi Band of Choctaw Indians	Philadelhia	MS	601-656-0765
12/16/93	Kay Trinkle	NCRVE		IL	217-333-0807
12/16/93	Mary Mirabito				516-997-8700ext238
12/17/93	Cheryl	Richmond County Printers			582-4609
12/20/93	Charles Early				704-484-8181
12/20/93	Don Haver	RJR			910-741-0819
12/20/93	Dr. Karen Campbell	Haywood County Schools			
12/20/93	Hubert Terry				
12/20/93	Mary Jolly	Delgotto Tech Prep			504-483-4450
1/3/94	Carol Maloney	Muskegon Community College			616-777-0418
1/3/94	Dr. Norris	Fayetteville Technical Community Col			
1/3/94	John Krause				505-527-6050
1/3/94	Tony Molino	Delgotto Tech Prep	New Orleans	LA	504-483-1846
1/4/94	Carol Maloney		Muskegon	MI	616-777-2637 ext 23
1/4/94	Carolyn Dornsife	NCRVE	Berkeley	CA	510-643-6450
1/4/94	William Davis	Barnhill Contracting			
1/5/94	Becky Colvin	Golden Cresent Tech Prep Consortium	Victoria	TX	512-572-6458
1/5/94	Jean Watson	Marlboro County Schools			803-537-5286
1/5/94	John Gilbart	EATON Corp.			
1/5/94	Sylvia	Department of Community College			
1/6/94	Beulah Prescott	Pamilco County Schools			919-745-4171
1/6/94	Charles Perry	Union County Schools			
1/6/94	Diane Duvall	Weaver Center Guilford County	Greensboro	NC	910-370-8288
1/6/94	Diane Duvall	Weaver Educational Center	Greensboro	NC	910-370-8288
1/6/94	Geraline Castle	Cumberland County Schools	Fayetteville	NC	
1/6/94	Geraline Castle	Cumberland County Schools	Fayetteville	NC	910-678-2416
1/6/94	Gerry Melton	RCC			
1/6/94	Lillian Jackson	Montgomery Public Schools	Montgomery	AL	205-269-3614
1/6/94	Martha Lilly	Craven County Schools			
1/7/94	B. E. Mendenhall, Jr.				
1/7/94	Eva Williams	Westover Senior High School	Fayetteville	NC	910-864-0190
1/7/94	Guy Loftin	Guilford Technical Comm College			
1/7/94	Martha Webb	RCS			
1/7/94	Martha Webb	RCS			
1/7/94	Martha Webb	RCS			

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
1/7/94	Robert White	Durham Public Schools	Durham	NC	919-560-3765
1/7/94	Sarah Hamilton				
1/7/94	Verita Woods	Asheville City Schools	Asheville	NC	704-255-5155
1/9/94	Gerry Melton	RCC	Hamlet	NC	
1/10/94	Carol Maloney	Muskegon Comm College	Muskegon	MI	616-777-0418
1/10/94	Coy Hudson	Catawba Valley Community College			704-327-7000
1/10/94	Denise Smith	Madison Elementary School			919-375-2555
1/10/94	Ed Grigsby	Southeastern Community College			910-642-7141
1/10/94	Joel Kelly	Buncombe County Schools			704-254-1921 ext. 3
1/10/94	Petricia Williams	Northwest Mississippi Comm			601-562-3459
1/10/94	Raymond Liles	Rutherford County			704-286-2757
1/10/94	Todd Mann	US Department of Education			202-205-9517
1/11/94	Barbara Sherrick	Franklin County Schools			919-496-4159
1/11/94	Carol Maloney	Muskegon Community College	Muskegon	MI	616-777-0418
1/11/94	Joe Glezen, III	Southeastern Regional Medical Center			910-671-5057
1/11/94	Linwood Ward	Union County Schools	Monroe	NC1	704-283-3650
1/11/94	Linwood Ward	Union County Schools			704-283-3650
1/11/94	Marsha Dufner	J.C. Harmon High School	Kansas City	KS	
1/11/94	Preston Wells	Pender County Schools			910-259-2187
1/11/94	Turner Feezor				704-366-4147
1/11/94		Catawba Valley Community College			Coy Hudson
1/13/94	Barbara Sherrick	Franklin County Schools			919-496-4159
1/13/94	Betty Morris	Watauga County Schools	Boone	NC	
1/13/94	Bill Coon	Sumter High School			
1/13/94	Maureen Nehl	Southern Maryland Education Consort.			301-934-0730
1/13/94	Pat	June Atkinson's Office			
1/13/94	Shannon Stanley	RSHS			
1/14/94	DR. Gary Robinson		Holidaysburg	PA	814-695-4416
1/14/94	Eugene Rascoe	Bertie County Schools			919-794-3173
1/14/94	GeorgeAnn	Affordable Travel			997-5353
1/18/94	Cathy Cooke	Craven County Schools	New Bern	NC	919-514-6320
1/18/94	Ed Gigsby	Southeastern Community College			910-642-7141 Ext. 2
1/19/94	Don Haver	RJR	Winston-Salem	NC	
1/19/94	John Stewart				910-276-3626
1/19/94	OK-Kyun Chung	NCRVE			800-762-4093
1/19/94	Pam Finney	SERVE	Greensboro	NC	
1/19/94	Sylvia	Kemet Electronics	Shelby	NC	704-484-8181
1/19/94	Vann Langston	DPI			
1/21/94	Cheryl	Richmond County Printers			
1/21/94	Denese Smith	Madison Elementary School	McLeansville	NC	919-375-2555
1/21/94	Don Haver	RJR Tobacco Company	Winston-Salem	NC	910-741-0960

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
1/21/94	Linwood Wood	Union County Schools	Monroe	NC	704-283-3650
1/24/94	Eugene Rascoe	Bertie County Schools	Windsor	NC	919-794-3173
1/24/94	Eugene Rascoe	Bertie County Schools	Windsor	NC	919-794-3173
1/28/94	Ben Jones	RCS	Hamlet	NC	
1/28/94	Dot Roark	CAREERWARE	Jackson	MS	
1/31/94	Carla High	Francis Tuttle Vo Tech	Oklahoma City	OK	405-722-4380
1/31/94	Carol Maloney	Muskegon Tech Prep	Muskegon	MI	616-777-0418
1/31/94	Diane Honeycutt	RCC	Hamlet	NC	7050
1/31/94	Lori Lesperance	CORD			800-972-2766
1/31/94	Rosa DeAnda	Community College Systems		CA	916-322-6290
2/1/94	Barbara Sherrick	Franklin County Schools	Louisburg	NC	919-496-4159
2/1/94	Beulah Prescott	Pamlico County Schools	Bayboro	NC	919-745-4172 Fax#
2/1/94	Charles Perry	Union County Schools	Monroe	NC	
2/1/94	Geraline Castle	Cumberland County Schools	Fayetteville	NC	919-678-2300
2/1/94	OK-Kyun Chung	NCRVE			800-762-4093
2/1/94	Polly Cobb				
2/2/94	Pat Woods	Kannapolis City Schools	Kannapolis	NC	
2/2/94	Stephen Athans	Sandhills Community College	Pinehurst	NC	
2/3/94	Jeff Phillips	Harlan County Public Schools	Harlan	KY	606-573-4510
2/3/94	Linwood Ward	Union County Schools	Monroe	NC	704-283-3650
2/3/94	Verita Woods	Asheville City Schools	Asheville	NC	704-255-5155
2/4/94	Barbara Sherrick	Franklin County Schools	Louisburg	NC	919-496-4159
2/4/94	Cathy Cooke	Craven County Schools	New Bern	NC	919-514-6320
2/4/94	Cathy Putman	Rural Center, Hertford County			919-821-1154
2/4/94	Diane Doseman	Nash Community College	Rocky Mt.	NC	
2/4/94	John Wells	College of The Albermarle	Elizabeth City	NC	919-335-0821 Ext. 2
2/4/94	Wendy McColskey	SERVE	Greensboro	NC	800-755-3277
2/7/94	Ralph Robertson	RSH	Rockingham	NC	
2/7/94	Sandra Babb		Raleigh	NC	919-715-3300
2/8/94	Carol Gutshall		Trenton	MO	816-359-3948 Ext. 2
2/8/94	Diane Duvall	Weaver Educational Center	Greensboro	NC	
2/8/94	Jeff Phillips	Harlan County Public Schools	Harlan	KY	
2/8/94	Ralph Robertson	RSHS	Rockingham	NC	
2/8/94	Wendy Smythe	Palm Beach Community College	Lake Worth	FL	407-439-8385
2/9/94	Cliff Wimberly	Division of Youth Services	Raleigh	NC	919-733-3011
2/9/94	Linwood Ward	Union County Schools	Monroe	NC	704-283-3650
2/9/94	Linwood Ward	Union County Schools	Monroe	NC	704-283-3650
2/10/94	Carol Maloney	Muskegon Community College	Muskegon	MI	
2/10/94	Diana Walter	PACE	Pendleton	SC	803-646-8361 Ext. 2
2/10/94	Verita Woods	Asheville City Schools	Asheville	NC	704-255-5155
2/11/94	Cindy	Three Rivers Community College			314-840-9689

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
2/11/94	Janet Fagan				609-799-6092
2/14/94	Hazel Britt	RCC	Hamlet	NC	7052
2/14/94	Larry Moore	Jackson County School System	Marianna	FL	904-482-1200
2/14/94	Loraine Bertani	Dade County Public Schools	Miami	FA	305-995-1783
2/14/94	Pamela Black				708-359-3300
2/14/94	Ruth Katz	NCRVE			800-762-4093
2/15/94	Steve Fallon	Newsreporter			
2/16/94	Ann Davis	Pell City High School	Pell City	AL	205-338-4497
2/16/94	Rogene	RJR Tobacco Company	Winston-Salem	NC	910--741-0960
2/16/94		Dona Ana Community College	Las Crusus	NM	505-527-7558
2/17/94	Betty Cooper	Northeast Louisiana TP Consortium	Monroe	LA	318-342-1141
2/17/94	GeorgeAnne	Affordable Travel	Rockingham	NC	997-5353
2/17/94	Mary Jolly	Delgado Tech Prep	New Orleans	LA	
2/17/94	Priscilla	RCS	Hamlet	NC	582-5860
2/18/94	Don Altieri	Anson Community College	Polkton	NC	704-272-7635
2/18/94	GeorgeAnne	Affordable Travel	Rockingham	NC	997-5353
2/18/94	Jean Watson	Chesterfield, Marlboro, Dillon Consort.	Cheraw	SC	803-537-5286
2/18/94	Rogene	RJR Tobacco Company	Winston-Salem	NC	910-741-0960
2/21/94	Petricia Williams	Northwest Mississippi CC	Senatobia	MS	601-562-3459
2/21/94	Robin Huff		Raleigh	NC`	919-715-3300
2/22/94	Alice Lance	Swain County Schools			
2/22/94	Barb Hollinracke	Maqusketa Valley High School	Delhi	OH	319-922-2091
2/22/94	Grace	Richmond County Schools			582-5860
2/22/94	Mary Jolly	Delgada Tech Prep	New Orleans	LA	504-483-4450
2/22/94	OK-Kyun Chung	NCRVE			800-762-4093
2/22/94	Rogene	RJR Tobacco Company	Winston-Salem	NC	910-741-0960
2/22/94	Rogene	RJR Tobacco Company	Winston-Salem	NC	910-741-0960
2/22/94	Sarah Hamilton	Richmond County Schools	Hamlet	NC	582-5860
2/22/94	Susan	Dorsett Printing	Rockingham	NC	997-5577
2/23/94	June Kitchell		Covina	CA	213-251-6530
2/23/94	Nancy McCollum	Rural Center of Union County	Monroe	NC	
2/23/94	Nancy Ruane	Betty Feezor Scholarship Committee			704-553-8359
2/23/94	Wendy Smythe	Palm Beach Community College	Lake Worth	FL	407-439-8385
2/24/94	Bill Slaton	Woodham High School	Pensacola	FL	904-478-4020
2/24/94	Doris Bass				
2/24/94	John Wester	RCC			
2/24/94	Ralph Robertson	RSHS	Rockingham	NC	997-9812
2/24/94	Rogene	RJR Tobacco Company	Winston-Salem	NC	910-741-0960
2/24/94	Scott Doron	Southern Growth Policies Board	Research Triangle Park	NC	919-941-5145
2/24/94	Steve Fowler	Newsreporter			800-697-1142
2/24/94	Sylvia Anderson	Guilford County Schools	Greensboro	NC	910-370-2310

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
3/1/94	Bill Teague	Buncombe County Schools	Asheville	NC	
3/1/94	Dr. Beck	Hamlet Junior High	Hamlet	NC	582-7903
3/1/94	Jane Poe Eure	Durham Public Schools	Durham	NC	919-560-3700
3/1/94	Margaret Leak	Richmond Senior High	Rockingham	NC	
3/2/94	Annette Watson	Wake County Schools	Raleigh	NC	919-850-1880
3/2/94	Jeff Phillips	Harlan County Public Schools	Harlan	KY	606-573-4330
3/2/94	Sylvia Hatch				910-996-5398
3/3/94	Janet Fagan			NJ	619-799-6092
3/3/94	Pat Martin	New Hanover County Schools	Wilmington	NC	910-251-6004
3/4/94	Lynn Coats	DPI	Raleigh	NC	919-715-1620
3/7/94	Ann Wells	Campbell County Schools		VA	804-847-0961
3/7/94	Emmie Whitley				783-8218
3/7/94	Gwen Willis				704-333-9247
3/7/94	Judith Spitzli	Nevada Community Schools	Nevada	IA	515-382-2783
3/8/94	Andy Frazier	Work Prep Connection			919-662-8286
3/8/94	Pam Hinson	Richmond County Schools	Hamlet	NC	582-5860
3/9/94	Anita Ogbum	Piedmont Triad Horizons	Greensboro	NC	910-668-4556
3/9/94	Diane Honeycutt	RCC	Hamlet	NC	582-7055
3/9/94	Gerald Pumphrey	DCC	Raleigh	NC	919-733-7051
3/9/94	Jeff Phillips	Harlan County Public Schools	Harlan	KY	
3/9/94	Mike Cafaro	Scotland High School	Laurinburg	NC	910-276-7370
3/9/94	Robin	Workforce Preparedness Commission	Raleigh	NC	919-715-3300
3/10/94	Bob Bams	Louisburg High School	Louisburg	NC	919-496-3725
3/11/94	Caricia Fisher	National Alliance of Business	Washington	DC	202-289-2904
3/15/94	Andy Fraizer	Work Prep Connections			919-662-8286
3/15/94	Melba McCallum	Richmond Community College	Hamlet	NC	997-4369
3/16/94	Brenda Lewis	West Brunswick High School	Shallotte	NC	910-754-4338
3/16/94	Dave Dillon	NC A & T University			910-334-7550
3/17/94	Anita Ogbum	Piedmont Triad Horizons	Greensboro	NC	910-668-4556
3/17/94	Linda Yamell	Scotland High School	Laurinburg	NC	
3/18/94	Lynn Coats	NCDPI	Raleigh	NC	919-715-1620
3/21/94	Anita Ogbum	Piedmont Triad Horizons	Greensboro	NC	910-668-4556
3/21/94	Gerald Pumphrey	DCC	Raleigh	NC	919-733-7051
3/21/94	Pariece Wilkins	US Department of Education	Washington	DC	202-205-9673
3/21/94	Robin	Workforce Preparedness Commission	Raleigh	NC	919-715-3300
3/21/94	Sylvia Dixon	Kemet Electronics	Shelby	NC	704-481-8181
3/22/94	Beverly Cames	RSHS	Rockingham	NC	997-9812
3/22/94	Karen Patterson	Cleveland Community College	Shelby	NC	704-484-4085
3/23/94	Gerogeanne	Affordable Travel	Rockingham	NC	
3/23/94	Robin	Workforce Preparedness Commission	Raleigh	NC	919-715-3300
3/24/94	Joe Forrest	Charleston High School	Charleston	MO	314-683-3761

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
3/24/94	Sandy Babb				919-715-3300
3/24/94	Tom Williams	DCC			704-637-0760
3/25/94	Linda Kittle	Pine Bluff High School	Pine Bluff	AR	501-543-4309
3/25/94	Wendy McColskey	SERVE	Greensboro	NC	1-800-755-3277
3/28/94	Anita Ogbum	Piedmont Triad Horizons	Greensboro	NC	910-668-4556
3/28/94	Antra Rederick	Martin County			919-792-1575
3/28/94	Carol Lincoln	MDC	Chapel Hill	NC	919-968-4513
3/29/94	Gary McClanahan	Des Moines Public Schools	Des Moines	IA	
3/29/94	Karen Paul	Joliet West High School	Joliet	IL	815-727-6950
4/1/94	Loraine Bertani	Dade County Public Schools	Miami	FL	305-995-1783
4/11/94	Carol Lincoln	MDC	Cape Coral	FL	813-945-2741
4/11/94	Grace	RCS			
4/11/94	John Stewart	Scotland County Schools	Laurinburg	NC	910-276-3626
4/11/94	Pam Finney	SERVE	Greensboro	NC	
4/11/94	Sally Sullivan	Carroll Tech	Carrollton	GA	404-836-6800
4/11/94	Stan Hedrick	Asheboro City Schools	Asheboro	NC	910-625-5104
4/12/94	Bobbie Newman				703-920-1234
4/12/94	Tim Hensley	Mitchell County Schools			704-688-2101
4/13/94	Nan Coleman	Durham Public Schools	Durham	NC	919-560-2000
4/14/94	Jim Hanks	Clarke County School District	Athens	GA	704-353-3438
4/14/94	Linda Jones	NDN	Washington	DC	202-219-2153
4/18/94	Ann Wells	Campbell County Schools		VA	804-847-0961 ext.21
4/19/94	Danny Hardee	Edgecombe County Schools	Tarboro	NC	919-641-2633
4/19/94	Marge	Keith Accounting	Rockingham	NC	895-3024
4/19/94	Wendy McColskey	SERVE	Greensboro	NC	800-755-3277
4/20/94	June Atkinson	NCDPI	Raleigh	NC	919-715-1626
4/20/94	Linwood Ward	Union County Schools	Monroe	NC	
4/20/94	Nancy Ruane				704-553-8359
4/21/94	Bruce Petterson	Hutchinson High School	Hutchinson	MN	
4/21/94	Louise Scott			NH	603-753-4311
4/21/94	Mary	Dr. Aiken's Office			
4/22/94	Gerald Pumphrey	DCC			919-733-7051ext 43
4/22/94	Martha Webb	Richmond County Schools	Hamlet	NC	583-5860
4/22/94	Pam Finney	SERVE	Greensboro	NC	910-292-9974
4/22/94	Sandy Shugart	North Harris College	Houston	TX	713-443-5444
4/25/94	Celia Patterson	Pittsburg State University	Pittsburg	KS	316-235-4643
4/25/94	Charles Perry	Union County Schools	Monroe	NC	704-283-3836
4/25/94	Louise Scott			NH	603-753-4311
4/27/94	Linda Love				919-715-1363
4/27/94	Petrecia Williams	Northwest MS Community College		MS	601-562-3459
4/27/94	Sarah Rubin	MDC	Chapel	NC	919-968-4531

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
4/29/94	Carol Lincoln	MDC	Cape Coral	FL	
4/29/94	J. C. Basnight	Fayetteville Technical CC	Fayetteville	NC	910-678-8369
4/29/94	Martha Webb	RCS	Hamlet	NC	582-5860
5/2/94	Betty	Fayetteville Tech. Community College	Fayetteville	NC	919-678-8400
5/2/94	Jean Abbott	Aynor Conway Career Center	Conway	SC	803-365-5534
5/2/94	Jim Davis	Pinellas County Schools	Tampa Bay	FL	813-588-6253
5/2/94	Jo Spach	RJR	Winston-Salem	NC	910-741-7240
5/2/94	Joe Glezen	Southeastern Regional Medical Center	Lumberton	NC	910-671-5057
5/3/94	Chuck Early	Kemet Electronics	Shelby	NC	704-481-8181
5/3/94	Deborah McDowell		Rockingham	NC	997-2993
5/3/94	Geraline Castle	Cumberland County Schools	Fayetteville	NC	910-678-2300
5/3/94	Jim Meyer	LOF	Laurinburg	NC	910-277-2200
5/3/94	June Atkinson	DPI	Raleigh	NC	919-715-1626
5/3/94	Lynn Lytle	HEIB			704-357-3800
5/3/94	Nancy MacCormac	NC SOICC	Raleigh	NC	919-733-6700
5/3/94	Sarah Rubin	MDC	Chapel Hill	NC	919-968-4531
5/4/94	Anita Ogburn	Piedmont Triad Horizons	Greensboro	NC	910-668-4556
5/4/94	Carol Maloney	Muskegon Tech Prep Connection	Muskegon	MI	616-777-0418
5/4/94	Dr. James Wingate	DCC	Raleigh	NC	919-733-7051
5/4/94	Jerry McLease		Winston-Salem	NC	910-759-0195
5/4/94	Linda Williams		Fort Collins	CO	303-490-3084
5/4/94	Martha Cranfill	Winston-Salem/Forsyth County	Winston-Salem	NC	910-727-8403
5/4/94	Rhone Sasser	UCB	Whiteville	NC	910-642-5161
5/4/94	Sarah Hamilton		Rockingham	NC	895-6994
5/5/94	Charles Perry	Union County Schools	Monroe	NC	704-283-3836
5/5/94	Crystal Phillips	Pine Bluff High School	Pine Bluff	AR	501-543-4309
5/5/94	Dr. Samuel McCarter	Brookhaven College	Farmer Branch	TX	214-746-2330
5/5/94	Jim Hanks	Clarke County School District	Athens	GA	706-353-3438
5/5/94	Sharon Metcalfe		Asheville	NC	704-251-1308
5/6/94	Linda Jones	NDN			202-219-2153
5/6/94	Susan Klaiber	RMC Research			800-258-0802
5/9/94	Andrew Manus	Manus Educational Machinery	Landis	NC	1-800-636-1970
5/9/94	Annette Watson		Raleigh	NC	919-850-1880
5/9/94	Don Haver	RJR Tobacco Co	Winston-Salem	NC	910-741-8019
5/9/94	Gail Blanton	Gail's Boutigue	Rockingham	NC	
5/9/94	James Valadu	NC State	Raleigh	NC	919-515-6242
5/9/94	June Atkinson	DPI	Raleigh	NC	919-715-1626
5/9/94	Marge Quick	Keith Accounting	Rockingham	NC	895-3024
5/9/94	Sandy Shugart	North Harris College	Houston	TX	713-443-5444
5/10/94	Christine Malloy	Cumberland County Schools			
5/10/94	Diane Hogan	SouthWest Technical Assistance Center			

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
5/10/94	Martha Cranfill	Winston-Salem/Forsyth County			910-727-8403
5/10/94	Martha Webb	RCS	Hamlet	NC	582-5860
5/10/94	Pat Reed	NCHEA			919-848-8047
5/10/94	Stephen Athans	Sandhills Community College			
5/11/94	Bill Parson	Metropolitan Community College	Omaha	NE	402-449-0242
5/11/94	Dr. Donald Bryant	Carteret Community College			919-247-3094 ext 14
5/11/94	Robert White	Durham County Schools	Durham	NC	919-560-3734
5/12/94	Curtis Shivar	Wayne Community College	Goldsboro	NC	919-735-5151
5/12/94	Don Haver	RJR Tobacco Co.	Winston-Salem	NC	910-741-0819
5/12/94	Dr. Aiken's Office				
5/12/94	Natalie	Palm Beach Community College		FL	407-439-8123
5/16/94	James Valadu	NC State University	Raleigh	NC	919-515-6242
5/16/94	Troy Simpson	Danville Community College	Chatham	VA	804-432-0911 home
5/17/94	Barri Brown				213-953-5280
5/17/94	Linda Williams		Fort Collins	CO	303-490-3108 voice
5/17/94	Tony Deal	Caldwell Community College			704-726-2231
5/18/94	David Mills	DPI Exceptional Children's Division	Raleigh	NC	919-715-1993
5/18/94	Linda Williams		Fort Collins	CO	303-490-3108
5/19/94	Barbara Hayworth	RSHS	Rockingham	NC	582-9812
5/19/94	Lee Sloane	SACS, University of Texas			
5/19/94	Pam Finney		Greensboro	NC	910-292-9974
5/20/94	Diane Honeycutt	RCC			
5/20/94	Sarah Hamilton				895-6994
5/23/94	Marge	Keith Accounting	Rockingham	NC	895-3024
5/25/94	Barbara Sherrick	Franklin County Schools	Louisburg	NC	919-496-4159
5/25/94	Carol Maloney	Muskegon Community College	Muskegon	MI	616-777-0418
5/25/94	Dr. Virginia Mitchell	Mitchell Community College	Statesville	NC	704-878-3264
5/25/94	Gene Hemby	Pitt Community College			919-321-4408
5/26/94	Abbott Hunsucker	Lenoir County Schools			919-527-6682
5/26/94	Rose Bolick	Orange County Schools	Hillsborough	NC	919-732-6271 ext24
5/27/94	Guy Loftin	Guilford Technical College	Jamestown	NC	910-334-4822
5/27/94	Pam Finney	SERVE	Greensboro	NC	910-292-9974
5/31/94	Judy Paxton	RSHS	Rockingham	NC	997-9812
5/31/94	Kay Colwell		Fort Collins	CO	
5/31/94	Larry Robinson	Moore County Schools			910-947-2976
6/1/94	Brenda Hinson	Alamance Community College			
6/6/94	Billie Caulder	RCC			7054
6/6/94	Catherine Fields	Moore County Schools	Carthage	NC	910-947-2976
6/6/94	Hazel Britt	RCC			
6/6/94	Lynzettz Little				582-5860
6/6/94	Sandra Schnauffer	Shawnee Intermediate School	Eston	PA	610-250-2460

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
6/6/94	Troy Simpson	Danville Community College	Danville	VA	804-797-2222 ext 24
6/7/94	David Adeimy	RCC			7181
6/7/94	Dr. Candace Gosnell	Tri County Technical College	Pendleton	SC	803-646-8361
6/7/94	Geraline Castle	Cumberland County Schools	Fayetteville	NC	910-678-2300
6/7/94	Sarah Hamilton	RCS			582-5860
6/8/94	Diane Honeycutt	RCC			
6/8/94	Dr. Helen Harvey	New River Community College	Duplin	VA	703-674-3613
6/8/94	Emily Freeland	Charlotte/Mecklenburg County Schools			704-343-6200
6/8/94	Sarah Taylor	RCC			
6/9/94	Barbara Adams	North Arkansas Vo Tech Resource Ctr.	Black Rock	AR	501-878-6266
6/9/94	Deborah Crandall		Rockingham	NC	997-8255
6/9/94	Emily Freeland	Charlotte/Mecklenburg County Schools	Charlotte	nc	704-343-6200
6/9/94	Gerald Pumphrey	DCC	Raleigh	NC	919-733-7051
6/9/94	Joel Kelly	Asheville/Buncombe Technical C C	Asheville	NC	704-254-1921 ext 35
6/9/94	Judy Paxton	RSHS			997-9812
6/9/94	Shirley McIntosh	AC Reynolds High School	Asheville	NC	704-298-7665
6/9/94	Wendy McColskey	SERVE	Winston-Salem	NC	1-800-755-3277
6/10/94	Doloris Turville				503-771-7289
6/10/94	Shirley McIntosh	AC Reynolds High School	Black Mountain	NC	704-298-7665
6/13/94	Annette Watson	Wake County Schools	Raleigh	NC	919-850-1880
6/13/94	Candace Todd	CORD	Waco	TX	800-972-2766
6/13/94	Charles Perry	Union County Schools	Monroe	NC	
6/13/94	Howard Berken	NY State Education Department			518-474-4809
6/13/94	Kathy Mounce	Elkin City Schools	Elkin	NC	910-835-3135
6/13/94	Lynzetta Little				
6/13/94	Mac Montgomery	RCC			7110
6/14/94	Dr. James				
6/14/94	Peggy Hill	RMC Research			800-258-0802
6/15/94	Linda Love				919-715-1363
6/15/94	OK-Kyun Chung	NCRVE			800-762-4096
6/15/94	Paul Pamell	Skagit Island Tech Prep	Mount Vernon	WA	206-428-1180
6/16/94	Don Haver	RJR			910-741-0819
6/16/94	F. D. Reese	Selma City Schools	Selma	AL	205-874-1608
6/16/94	Lori	RCC			7188
6/16/94	Mr. Grimsley	RCC			7009
6/17/94	Pam Finney				910-292-9974
6/20/94	Anne Crabbe	RCC			
6/20/94	Deborah McDowell				997-2993
6/21/94	Charles Perry	Union County Public Schools	Monroe	NC	
6/21/94	Ok-Kyun Chung	NCRVE			800-762-4096
6/21/94	Tammy West	RCS	Hamlet	NC	582-5860

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
6/21/94	Yvonne Jordan				
6/22/94	Connie Saunders		Atlanta	GA	417-3656
6/22/94	Deborah McDowell				997-2993
6/22/94	Diane Hogan				704-289-5223
6/22/94	Jeff Fitz		Cordele	GA	912-273-1934
6/22/94	Martha Webb	RCS			
6/22/94	Melissa	Holly Inn	Pinehurst	NC	800-682-6901
6/23/94	Berniece Hunsucker		Ellerbe		652-5740
6/23/94	Diane Hogan	Southeast TAC			
6/23/94	Teri Jacobs	RCC			7113
6/24/94	Candace Gosnell	Tri County Technical College		SC	803-646-8361
6/27/94	Bob Blackwelder	RCC			
6/28/94	Pam Finney		Greensboro	NC	910-292-9974
6/28/94	Priscilla	RCS			582-5860
6/28/94	Rebecca Garland	DPI	Raleigh	NC	919-715-2214
6/29/94	Debbie Goldberg	Washington Post	Washington	DC	215-667-0936
6/29/94	F. D. Reese		Selma	AL	704-358-3755
6/30/94	Debbie Ledford	McDowell High Schools	Marion	NC	704-659-3667
6/30/94	Dick Rogers	Carteret County Schools			919-728-3028 fax #
6/30/94	Janice Fields	Robeson County	Lumberton	NC	910-671-6096
6/30/94	Wilbur Smith	Robeson County Schools	Lumberton	NC	910-671-6000 Ext 30
7/1/94	Barbara Martin	RSH			
7/1/94	Cathy Cooke	Craven County Schools			919-514-6320
7/1/94	Judy Paxton				
7/5/94	Judy Paxton	RCS	Ellerbe	NC	652-3131
7/7/94	Herman Williams	RCS	Hamlet	NC	582-5860
7/7/94	Nancy McCormick	NC SOICC	Raleigh	NC	919-733-6700
7/7/94	Pam Finney		Greensboro	NC	910-292-9974
7/8/94	Corry Hudson	Chesterfiled County School District	Chesterfield	SC	803-623-9148
7/11/94	Gerald Pumphrey	DCC	Raleigh	NC	919-733-7051
7/11/94	Mary Grace				
7/11/94	Mayne Collins	RCC			7100
7/12/94	Geraline Castle	Cumberland County Schools	Fayetteville	N C	910-678-2300
7/13/94	Don Smith	Bladen County Schools	Elizabethtown	NC	910-862-4136
7/13/94	Elaine Matthews	Rural Center	Raleigh	NC	
7/13/94	Loretta Martin	NC Vocational Association			910-475-2502
7/13/94	Lorriane Moores	Eastern Community College	Bonavista, New Finland	Canda	
7/13/94	Marie Branstether	Kansas City Community College	Kansas City	KS	
7/14/94	Elaine Matthews	Department of Education	Washington	DC	202-205-5451
7/14/94	Mark	Dorsett Printin			
7/14/94	Mary Grace				

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
7/14/94	Pamela				
7/15/94	Barbara Martin	RSH	Rockingham	NC	
7/15/94	Carla High	Francis Tuttle Vo Tech		OK	405-720-4380
7/15/94	Dr. James Wingate	DCC			919-733-7051
7/15/94	Irene Gillesbie	Pinehurst Hotel	Pinehurst	NC	910-295-6811
7/15/94	Pam Finney				
7/15/94	Tim Hensley	Mitchell County Schools	Bakersville	NC	704-688-2102
7/18/94	Al Phillips	Southeastern Community College	Whiteville	NC	910-642-7141 Ext. 2
7/18/94	Bob Blackwelder	RCC			
7/18/94	Carol Koffarnus	AIT			800-457-4509
7/18/94	Deborah Bradshaw	Holiday Inn Four Seasons	Greensboro	NC	800-242-6556
7/18/94	Gerald Pumphrey	DCC	Raleigh	NC	919-733-7051
7/18/94	Pariece Wilkins	US Office of Education			910-282-3595
7/19/94	Bob Blackwelder	RCC	Hamlet	NC	
7/19/94	Clive Hall	North West College	British Columbia	Canada	
7/19/94	Deborah Bradshaw	Holiday Inn Four Seasons	Greensboro	NC	800-242-6556
7/19/94	Deborah Bragg				217-333-0807
7/19/94	Diane Honeycutt	RCC			7055
7/19/94	Gerald Pumphrey	DCC	Raleigh	NC	919-733-7051
7/19/94	Janet Knox	Martin County Schools	Williamston	NC	
7/19/94	Joe Grimsley	RCC	Hamlet	NC	7009
7/19/94	Robert Holder	Surry County Schools			
7/19/94	Robin	Workforce Preparedness Commission	Raleigh	NC	919-715-3300
7/19/94	Wendy McColskey	SERVE	Greensboro	NC	800-755-3277
7/19/94	Wendy McColskey	SERVE	Greensboro	NC	800-755-3277
7/20/94	Gerald Pumphrey	DCC	Raleigh	NC	919-733-7051
7/20/94	Jimmy Blair	Burlington Industries	Cordova	NC	997-5001
7/20/94	Martha Webb	RCS	Hamlet	NC	582-5860
7/20/94	Mary Grace				
7/21/94	Debbie Goldberg	Washington Post	Washington	DC	215-667-0936
7/21/94	Jimmy Blair	Burlington Industries	Cordova	NC	
7/22/94	Irene Gillispie	Pinehurst Resort & County Club	Pinehurst	NC	910-295-8491
7/22/94	Nancy Love	Massachusetts Facilitator Project			800-877-5400
7/25/94	Berniece Hunsucker	RCS	Ellerbe	NC	652-5740
7/25/94	Charles Perry	Union County	Monroe	NC	704-283-3836
7/25/94	Judy Paxton	RCS	Ellerbe	NC	
7/26/94	Carl Livingston	Xerox	Rockingham	NC	997-5526
7/26/94	Sarah Taylor	RCC	Hamlet	NC	7007
7/26/94	Stogner	RCS	Hamlet	NC	582-5860
7/27/94	Byron	Carolina Office Equipment	Hickory	NC	800-955-0928
7/27/94	Carolyn Lee	US Office of Education	Washington	DC	202-260-9576

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
7/27/94	Diane Honeycutt	RCC	Hamlet	NC	7055
7/27/94	Donna McIver	Kershaw County Schools	Camden	SC	803-432-8416 ext.91
7/27/94	Julia Burham				919-733-7051
7/27/94	Kay Rogers	Rockingham Consolidated Schools			910-627-2621
7/27/94	Lynn Robertson	Bell south			
7/27/94	Marilyn Kelly	Oneida County Boces Schools	New Hartford	NY	
7/27/94	Pam Finney		Greensboro	NC	910-292-9974
7/28/94	Diane Honeycutt	RCC	Hamlet	NC	7055
7/28/94	Henry Barber	Guilford Technical Comm College			
7/28/94	Henry Barber	Guilford Technical Community College			910-334-4822 Ext. 2
7/28/94	Mary Grace				
7/28/94	Nancy Napier	RCS	Hamlet	NC	582-5860
7/28/94	Steve Haymore	RCS	Hamlet	NC	582-5860
7/28/94	Steve Haymore	RCS	Hamlet	NC	582-5860
7/28/94	Steve Haymore	RCS	Hamlet	NC	582-5860
7/29/94	Don Herring	Onslow County Schools	Jacksonville	NC	
7/29/94	Joe Koenig	Inter Active Image	Toronto	Can	416-361-0333 ext. 2
7/29/94	Lynn Coats	NCDPI	Raleigh	NC	919-715-1620
7/29/94	Ralph Robertson	Richmond Senior High	Rockingham	NC	
8/1/94	Bob Marshall	Mills Office Products	Rockingham	NC	895-4100
8/1/94	Carla High				405-720-4380
8/1/94	Don Herring	Onslow County Schools			
8/1/94	Pam Block				708-359-3300
8/1/94	Pat Woods	Kannapolis City Schools	Kannapolis	NC	704-938-1131
8/1/94	Tom Williams				704-637-0760 ext.31
8/3/94	Barbara Hayworth				997-7273
8/3/94	Chuck Wilson	AIT			800-457-4509
8/3/94	Dr. Candace Gosnell	Tri County Technical College			803-646-8361 ext22
8/3/94	John Wester	RCC	Hamlet	NC	7117
8/3/94	Pam Finney		Greensboro	NC	910-292-9974
8/3/94	Ralph Robertson	Richmond Senior High	Rockingham	NC	997-9812
8/3/94	Sarah Hamilton		Rockingham	NC	895-6994
8/4/94	Bobbie Newman	CASALS & Associates	Arlington	VA	703-920-1234
8/4/94	Linda Love		Raleigh	NC	919-715-1363
8/4/94	Sarah Hamilton		Rockingham	NC	895-6994
8/5/94	Barri Brown				213-953-5280
8/5/94	Barri Brown				213-953-5280
8/5/94	Christina Patrick				
8/5/94	Gerald Pumphrey	DCC	Raleigh	NC	919-733-7051
8/5/94	Geraline Castle	Cumberland County Schools	Fayetteville	NC	
8/5/94	Karen Hall				

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
8/5/94	Ken Smith	NC DPI	Raleigh	NC	
8/5/94	Lynn Moody	Vance County Schools			919-492-6041
8/5/94	Pam Finney		Greensboro	NC	
8/5/94	Pariece Wilkins	US Dept of Education	Washington	DC	202-205-9673
8/5/94	Wendy McColskey	SERVE			800-755-3277
8/12/94	Allison Carr				514-6346
8/12/94	Betty Dorsett		Rockingham	NC	895-4100
8/12/94	Earl Nicholson	RSH	Hamlet	NC	582-4394
8/12/94	Elizabeth Farqnhar	US Office of Education	Washington	DC	212-219-2134
8/12/94	James Long	Dade County Public Schools			305-995-1761
8/12/94	June Atkinson	NC DPI	Raleigh	NC	919-715-1626
8/12/94	Liz		Washington	DC	
8/12/94	Lynn Coats	NC DPI	Raleigh	NC	
8/12/94	Raymond Lyles				704-286-2757
8/15/94	June Atkinson	NC DPI	Raleigh	NC	919-715-1626
8/15/94	Martha Webb	RCS	Raleigh	NC	
8/16/94	Barbara Sherrick	Franklin County Schools	Louisburg	NC	919-496-4469
8/16/94	Betty Smith	Kay's	Rockingham	NC	
8/16/94	Billy Ray Hall	Rural Center	Raleigh	NC	
8/16/94	Candace Gosnell	Tri County Technical Comm College			803-646-8361 ext 22
8/16/94	Candace Gosnell	Tri County Technical Comm College			
8/16/94	Congressman Frye				
8/16/94	Elaine	US Office of Education	Washington	DC	
8/16/94	Howard Haworth	State Board of Education	Morganton	NC	704-433-0087
8/16/94	Pam Finney		Greensboro	NC	910-292-9974
8/16/94	Raymond Liles				
8/16/94	Steve Smith	Avery County Schools			
8/17/94	Candace Gosnell	Tri County Community College			
8/17/94	Pam Hinson	RCS	Hamlet	NC	
8/17/94	Pam Hinson	RCS	Hamlet	NC	
8/17/94	Wendy McCloskey	SERVE			800-755-3277
8/18/94	Annette Watson	Wake County	Raleigh	NC	
8/18/94	Dr. James	Lenoir County Schools	Kinston	NC	919-527-1109
8/18/94	Geraline Castle	Cumberland County Schools	Fayetteville	NC	
8/18/94	Helen Hilton	Southeastern Community College			
8/18/94	Linda Love		Raleigh	NC	919-715-1363
8/18/94	Norris Gentry	Madison County Schools			
8/18/94	Pam Hinson	RCS	Hamlet	NC	
8/18/94	Peggy Newman	Gaston County Schools			
8/18/94	Stephen Athans	Sandhills Community College	Pinehurst	NC	
8/19/94	Beverly	RCC			7182

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RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
8/19/94	Grace Foster				919-746-4129
8/19/94	Henry Barbar	Guilford Tech			910-334-4822 ext 25
8/19/94	Wendy McColskey	SERVE	Greensboro	NC	800-755-3277
8/22/94	Ann Robins	Newton-Conover City Schools	Newton	NC	704-464-3191
8/22/94	Barri Brown	KCET Public Television	Los Angeles	CA	213-953-5280
8/22/94	Deborah Bradshaw	Holiday Inn Four Seasons	Greensboro	NC	800-242-6556
8/22/94	Geraline Castle	Cumberland County Schools	Fayetteville	NC	910-678-2300
8/22/94	Martha Webb	Richmond County Schools	Hamlet	NC	582-5860
8/22/94	Pat Woods	Kannapolis City Schools			
8/23/94	Barbara Horstman		Charlotte	NC	
8/23/94	Congressman Hefner				
8/23/94	Congressman Watt				
8/23/94	Pat Massengill	Fayetteville Technical Community Coll.			
8/23/94	Peggy Hall	Cumberland County Schools	Fayetteville	NC	
8/23/94	Ralph Robertson	RSH	Rockingham	NC	
8/23/94	Tom Williams				704-637-0760 ext 31
8/24/94	Dick Rogers	Carteret County Schools			
8/24/94	Kay Rogers	Rockingham County Schools			
8/24/94	Martha Webb	RCS			
8/25/94	Anne Crabbe	Scotland County Schools	Laurinburg	NC	910-276-1138
8/25/94	Clint Owen	Transylvania County			
8/25/94	Curtis Shivar	Wayne Community College			919-735-5151
8/25/94	Diane Honeycutt	RCC			7055
8/25/94	Dianna Davis	Natrona Co. School District	Casper	WY	307-577-0276
8/25/94	Frances McLaurin	Bladen County Schools	Elizabethtown	NC	
8/25/94	Pam Finney				
8/25/94	Pat Massengill	Fayetteville Technical Community Col	Fayetteville	NC	
8/25/94	Roy Eubanks	Duplin County Schools			910-296-1521
8/25/94	Tony Deal	Caldwell Community College			704-726-2231
8/26/94	Cynthia McGee	RCS			582-5860
8/26/94	Danny Hardee	Edgecombe County Schools			
8/26/94	June Irvin	Vance County			919-492-6041
8/26/94	Karen Johnson	SAVTES	Freeport	IL	
8/26/94	Susan	Dorsett Printing	Rockingham	NC	997-5577
8/29/94	Cheryl Rice	Nash-Rocky Mount Schools	Nashville	NC	919-459-5258
8/29/94	Deborah	Guilford Technical Community College			
8/29/94	Dr. Don Cameron	Guilford Technical Community College			
8/29/94	Emily Freeland	Charlotte/Mecklenburg Schools	Charlotte	NC	
8/29/94	Martha Garrett	State Department of Education	Jackson	MS	
8/29/94	Pam Hinson	RCS			
8/30/94	Beverly Gleason	Burlington City Schools			

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
8/30/94	Carol Matheson	Alexander County Schools			704-632-7001
8/30/94	Clints Owen	Transylvania County Schools			704-884-4188
8/30/94	Geraline Castle	Cumberland County Schools			
8/30/94	Joan	Craven Community College			
8/30/94	Margaret Gayle				919-783-6152
8/30/94	Maurice Dutton	CORD			
8/31/94	Charles Perry	Union County	Monroe	NC	
8/31/94	Don Smith	Bladen County			
8/31/94	James Dewitt	Virginia Tech	Blacksburg	VA	703-231-5982
8/31/94	Jeff Moss	Hoke County			
8/31/94	Jonathan Miller	Shelby Star	Shelby	NC	704-484-7000
8/31/94	Judy Bramlett	Texas Facilitator - NDN			409-295-9161
8/31/94	Margo Nokes		Casper		307-577-0229
9/1/94	Dawn Ferguson	Holiday Inn Four Seasons	Greensboro	NC	800-242-6556
9/1/94	Dr. Beth Cartwright	Cleveland Community College			
9/1/94	Dr. Sam Rawdin	Unified School District # 328	Lorraine	KS	913-472-5241
9/1/94	Joe Glezen	Southeastern Regional Medical Center	Lumberton	NC	910-671-5057
9/1/94	Marilyn Quarles	John Tyler Community College	Petersburg	VA	
9/1/94	Martha Webb	RCS			
9/1/94	Nancy Napier	RCS			582-5860
9/1/94	Rick Curtis	Freedom High School	Morganton	NC	704-433-1310
9/1/94	Wendy McColskey	SERVE	Greensboro	NC	
9/1/94		Henderson County Schools			
9/2/94	Brenda Mitchell				997-9827
9/2/94	Ella Fleming	Warren County Schools			919-257-4413
9/2/94	Margo Nokes	Natrona County Schools	Casper	WY	307-577-0229
9/6/94	Alice	Wilson County Schools	Wilson	NC	
9/6/94	Beulah Prescott	Pamilco County Schools			919-745-4171
9/6/94	Carolyn King	Lumber River Council of Governments	Lumberton	NC	910-618-5533
9/6/94	David Crippens	KCET	Inglewood	CA	213-953-5239
9/6/94	Flake Brantley		Weaverville	NC	
9/6/94	Margaret Gayle		Raleigh	NC	919-783-6152
9/6/94	Mr. Harple				704-885-5500
9/6/94	Roy Eubanks	Duplin County Schools			
9/6/94	Sadie	Craven Community College			
9/7/94	Ann White	Perquimans County Schools			
9/7/94	Betty Shackleford	Fayetteville Technical Community College	Fayetteville	NC	910-678-8807
9/7/94	Breand Hampton	Alamance Community College			
9/7/94	Doloris Turville				503-771-7289
9/7/94	Don Herring	Onslow County Schools			800-682-0456 ext 27
9/7/94	Don Herring	Onslow County Schools			800-682-0456

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RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
9/7/94	Dr. Jim Horne	VA Tech			
9/7/94	Emily Freeland	Charlotte Mecklenburg County Schools	Charlotte	NC	
9/7/94	Susan Nobles	Pitt Community College			
9/7/94	Trent Strickland	RCS			
9/7/94	Vicki Scott	Whitfiled County Schools	Dalton	GA	706-673-6533
9/7/94	Wayne Stevens	RCS	Ellerbe	NC	
9/8/94	Annette Watson	Wake County Schools	Raleigh	NC	919-850-1880
9/8/94	Dick Rogers	Carteret County Schools			919-728-4583
9/8/94	Garry Mull	Learning Labs Inc.			1-800-334-4943
9/8/94	George Knox	Burke County School Board			704-438-6117
9/8/94	Martha Webb				
9/9/94	Angel Cole	Coastal Carolina Community College			
9/9/94	Cathy Cooke	Craven County Schools			
9/9/94	Clint Owen	Transylvania County Schools			
9/9/94	Gerald Pumphrey	DCC	Raleigh	NC	919-733-7051
9/9/94	Jay Robinson				910-256-9559
9/9/94	Kate Welch	Swain County			704-488-2152
9/9/94	Kathy Gifford	Kearney High School	Kearney	NE	308-237-6100
9/9/94	Lois Simms	NC DPI			
9/9/94	Pam Block				708-359-3300 office
9/9/94	Pam Finney				910-292-9974
9/9/94	Sandra Taylor	Pender County			
9/9/94	Sherrie Almeida	Community College of Rhode Island			401-825-2143
9/12/94	Becky	Lenoir County Schools	Kinston	NC	
9/12/94	Brenda Mitchell	R'ham Jr.			
9/12/94	Carla High				
9/12/94	Carol Koffarnus	AIT			
9/12/94	Cathy	MegaForce			910-277-0140
9/12/94	Charles Perry	Union County Schools			
9/12/94	Cheryl Rice	Nash-Rocky Mount Schools			919-459-5258
9/12/94	Deborah Bradshaw	Holiday Inn Four Seasons	Greensboro	NC	
9/12/94	Jo Spack	RJ Reynolds	Winston-Salem	NC	
9/12/94	Linda Love		Raleigh	NC	919-715-1363
9/12/94	Maureen Wilson	Coastal Carolina Community College			910-938-6233
9/12/94	Pam Finney	SERVE			
9/12/94	Randy Collier	Pitt County Schools	Greenville	NC	919-830-4207
9/12/94	Richard Monroe	Lumberton Senior High	Lumberton	NC	910-671-6050
9/13/94	Al Phillips	Southeastern Community College			910-642-7141 Ext 27
9/13/94	Emily Freeland	Charlotte/Mecklenburg	Charlotte	NC	704-343-6200
9/13/94	Emily Freeland		Charlotte	NC	704-343-6200
9/13/94	Maureen Wilson	Coastal Carolina Community College			910-938-6233

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
9/13/94	Terry Ivey	US Dept of Education	Washington	DC	202-219-2139
9/14/94	Barri Brown			CA	213-953-5280
9/14/94	Betty Duvall	US Dept of Education	Washington	DC	
9/14/94	Kim Brown	Governor's Hunts Scheduling office	Raleigh	NC	919-733-5612
9/14/94		Mooresville Graded Schools District			704-663-3271
9/15/94	Beverly	NCRVE		CA	800-762-4093
9/15/94	Beverly Lynch	Pinecrest High School	Southern Pines	NC	692-6554
9/15/94	Elizabeth Pagan	NJ State Facilitator		NJ	609-582-7000
9/15/94	Moreen Wilson	Coastal Carolina Community College			919-938-6233
9/15/94	Pat				816-885-6101
9/15/94	Pat O'Hara	Carla High's Secretary			
9/15/94	Vicky Scott	Whitfield County School District		GA	706-226-2753
9/16/94	Amanda Parson				800-972-2766
9/19/94	Pat Cleveland	Clinton School District	Clinton	MO	816-885-6101
9/20/94	Maruice Dutton	CORD	Waco	TX	
9/22/94	Ann Sterling	COMAP	Boston	MA	800-772-6627 ext 22
9/22/94	Dr. Ben Jones	RCS			
10/4/94	Linda Jones	US Office of Education	Washington	DC	202-219-2153
10/7/94	Ralph Robertson	RSHS	Rockingham	NC	997-9812
10/13/94	Ann Martin	RSHS	Rockingham	NC	997-9812
10/13/94	Wendy McColskey	SERVE	Winston-Salem	NC	800-755-3277
10/14/94	Gerald Pumphrey	DCC	Raleigh	NC	919-733-7051
10/14/94	Rhone Sasser	UCB	Whiteville	NC	
10/17/94	Wendy McColskey	SERVE	Greensboro	NC	800-755-3277
10/18/94	Jim Lanter	RSHS	Rockingham	NC	997-9812
10/18/94	Sharon	Carteret Community College	Morehead City	NC	919-247-6000
10/19/94	Helen Hilton	Southeastern Community College	Whiteville	NC	910-642-7141
10/20/94	Karen Rogers	Workforce Preparedness Commission	Raleigh	NC	919-715-3300
10/20/94	Robin Allen	NC Equity	Raleigh	NC	919-954-9625
10/24/94	Deborah Thomas	RSHS	Rockingham	NC	
10/24/94	Dr. Doug James	Lenoir County Schools	Kinston	NC	919-527-1109
10/24/94	Helen Hilton	Southeastern Community College	Whiteville	NC	
10/24/94	Joe Grimsley	RCC	Hamlet	NC	
10/24/94	Linda Jones	US Office of Education	Washington	DC	212-219-2153
10/25/94	Deborah Thomas	RSHS	Rockingham	NC	
10/25/94	Helen Hilton	Southeastern Community College	Whiteville	NC	
10/25/94	Jesse Hawes	EMA	Lexington Park	MD	301-863-2199 ext 24
10/25/94	Linda Love	State NDN	Raleigh	NC	919-715-1363
10/25/94	Pam Hinson	RCS	Hamlet	NC	582-5860
10/25/94	Pam Hinson	RCS			
10/27/94	Judy Paxton	RSHS	Rockingham	NC	997-9812

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
10/27/94	Ralph Robertson	RSHS	Rockingham	NC	997-9812
10/28/94	Jeff Golden		Madison	WI	608-829-1905
10/28/94	Linda Love		Raleigh	NC	919-715-1363
10/31/94	Debbie Garrison	Calhoun County	Decatur	AL	205-306-2674
11/1/94	Amy Coughenour	CORD	Waco	TX	
11/1/94	Barbara Crumpler	Pines Forest High School			
11/1/94	Diane Wall	NCSBA	Raleigh	NC	919-715-4024
11/1/94	Dr. Sara Content	Manhatten Beach Unified School Dist.	Manhatten Beach	CA	310-546-3488
11/2/94	Jeff Golden				608-829-1905
11/2/94	Julie Vitalie	CORD	Waco	TX	800-972-2766
11/2/94	Julie Vitalie	CORD	Waco	TX	800-972-2766
11/2/94	Linda Love	State NDN Facilitator	Raleigh	NC	919-715-1363
11/2/94	Pam Block				708-359-3300
11/2/94	Wendy McColskey	SERVE	Greensboro	NC	800-755-3277
11/3/94	Angel	Coastal Carolina Community College	Jacksonville	NC	
11/3/94	Jerry McLease		Winston-Salem	NC	910-759-0195
11/3/94	Kay Albright	Governor's Comm. on Workforce Prep.	Raleigh	NC	919-715-3300
11/3/94	Kippy Cooper	CORD	Waco	TX	800-972-2766
11/3/94	Robin Allen	NC Equity	Raleigh	NC	919-954-9625
11/4/94	Grace	RCS	Hamlet	NC	582-5860
11/4/94	Martha Webb	RCS	Hamlet	NC	582-5860
11/4/94	Melissa Willet	University of Maryland		MD	301-283-4527
11/7/94	Dianne Wall	North Carolina School Boards Assoc.	Raleigh	NC	919-715-4024
11/7/94	Martha Scarborough	RCC	Hamlet	NC	7053
11/7/94	Martha Webb	RCS	Hamlet	NC	582-5860
11/7/94	Pam Hinson	RCS	Hamlet	NC	582-5860
11/7/94	Pat Coltrane	Coltrane Signs	Rockingham	NC	895-6025
11/7/94	Robin Allen	NC Equity	Raleigh	NC	919-954-9625
11/7/94	Wendy McColskey	SERVE	Greesnboro	NC	800-755-3277
11/8/94	Diane Honeycutt	RCC	Hamlet	NC	
11/8/94	Pam Finney	SERVE	Greensboro	NC	910-292-9974
11/8/94	Pam Finney	SERVE	Greensboro	NC	910-292-9974
11/8/94	Wendy McColskey	SERVE	Greensboro	NC	800-755-3277
11/9/94	Anne Morris	RCC	Hamlet	NC	7027
11/9/94	Carolyn Ward	Rappahannock Community College	Glenns	VA	804-758-6755
11/9/94	Teresa Stewart	RCS	Hamlet	NC	582-5860
11/10/94	Carolyn Dornsife	NCRVE	Berkeley	CA	510-643-6450
11/10/94	Cheryl	Richmond County Printers	Hamlet	NC	582-4607
11/10/94	Kay Covington	RCC	Hamlet	NC	7038
11/11/94	Sarah Hamilton		Rockingham	NC	895-6994
11/18/94	Jim Hanks	Clarke County Public Schools	Athens	GA	706-853-3438

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
11/18/94	Kathleen Kennedy Manzo	Community College Week	Fairfax	VA	703-385-2981
11/18/94	Scott Griffiths	American River College	Sacramento	CA	916-484-8737
11/18/94	Sheryl Nixon	Lincoln County Schools	Lincolnton	NC	704-732-4084
11/21/94	Carolyn Lee	US Office of Education	Washington	DC	202-260-9576
11/28/94	Donna Huffman	Calhoun Community College	Decatur	AL	205-306-2839
11/29/94	Alice Presson	SREB		GA	404-875-9211
11/29/94	Mary Yarbrough	Calhoun Community College	Decatur	AL	205-306-2671
11/29/94	Yvonne Mapson	US Department of Education	Washington	DC	202-708-9763
12/1/94	Cathey	RCS	Hamlet	NC	582-5860
12/1/94	Jane Talton	Mills Office Supply	Rockingham	NC	895-4100
12/1/94	Joe Alley	Fayetteville Technical Community College	Fayetteville	NC	910-678-8336
12/1/94	Ken Smith	NCDPI	Raleigh	NC	919-715-1667
12/1/94	Martha Webb	RCS	Hamlet	NC	582-5869
12/2/94	Ashleigh Seymour	RSHS	Rockingham	NC	997-9812
12/2/94	Diane Honeycutt	RCC	Hamlet	NC	7055
12/2/94	Diane Honeycutt	RCC	Hamlet	NC	7055
12/2/94	Karma Crouch	Asheville Buncombe Technical Comm. Coll	Asheville	NC	704-254-1921 ext 38
12/7/94	Cora Lee	DCC	Raleigh	NC	
12/7/94	Jerry McLease				910-759-0195
12/7/94	Phil Smoot		Jamestown	NC	910-887-6057
12/7/94	Yvonne Mapson	US Office of Education	Washington	DC	202-708-9763
12/8/94	Patsy Shealy	Alexander County Schools	Taylorsville	NC	704-632-7001
12/13/94	Gerald Pumphrey	DCC	Raleigh	NC	919-733-7051
12/13/94	Linda Love	NDN	Raleigh	NC	919-715-1363
12/13/94	Liz	Mills Office Supply	Rockingham	NC	895-4100
12/13/94	Mary Conwell	GIST Work Inc.			217-264-3760
12/13/94	Sandra Francis	RSHS	Rockingham	NC	997-9812
12/13/94	Suzanne Frankel	RMC Research Corp.			800-258-0802
12/14/94	Diane Honeycutt	RCC	Hamlet	NC	7055
12/14/94	Jennifer Cetta	Education Daily	Alexandria	VA	703-739-6467
12/14/94	Jerry McLease		Winston-Salem	NC	910-759-0195
12/14/94	Martha Webb	RCS	Hamlet	NC	582-5860
12/14/94	Triona O'Conner	Market Horizons	Jacksonville	FL	904-260-2001
12/15/94	Pam Finney	SERVE	Greensboro	NC	910-292-9974
12/15/94	Scott Bray	New Mexico State University	Las Cruses	NM	
12/15/94	Wendy McColskey	SERVE	Greensboro	NC	800-755-3277
12/16/94	Cathy Thomas	RCS	Hamlet	NC	582-5860
12/16/94	Diane Honeycutt	RCC	Hamlet	NC	7055
12/16/94	Pam Finney	SERVE	Greensboro	NC	910-292-9974
12/16/94	Scott Bray	New Mexico State University	Las Cruces	NM	
12/20/94	Amelia Morano	LACOE/MET	Downey	CA	310-922-6913

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
12/20/94	Bernice	NCDCC	Raleigh	NC	919-733-7051
12/20/94	Carolyn Gaddy	Haywood County Schools	Waynesville	NC	
12/20/94	Joe Glezen	Southeastern Regional Medical Center	Lumberton	NC	910-671-5057
12/20/94	Marcia Lily	Craven County Schools	New Bern	NC	514-6346
12/20/94	Pamila	Asheville Chamber of Commerce	Asheville	NC	704-258-6118
12/20/94	Sylvia Dixon	Kemet Electronics	Shelby	NC	704-484-8181
1/2/95	Linda Walters	Public Schools of Robeson County	Lumberton	NC	910-671-6000 ext 33
1/3/95	Lewis Redd	Craven Community College	New Bern	NC	919-638-4131
1/3/95	Lisa	SERVE	Atlanta	GA	800-352-6001
1/3/95	Nancy Johnson	DPI	Monroe	NC	704-289-5223
1/4/95	Diane Honeycutt	RCC	Hamlet	NC	7055
1/4/95	Don Haver	RJR	Winston-Salem	NC	910-741-0819
1/4/95	Jimmy Blair	Burlington Industries	Cordova	NC	997-5001
1/4/95	Linda Walters	Public Schools of Robeson County	Lumberton	NC	910-671-6000 ext 33
1/4/95	Terry Ivey		Washington	DC	202-219-2139
1/4/95	Terry Ivey		Washington	DC	202-219-2139
1/4/95	William Davis	Barnhill Contracting	Tarboro	NC	910-823-1021
1/5/95	Joe Grimsley	RCC	Hamlet	NC	7009
1/5/95	Judy Evans	NCDPI	Raleigh	NC	
1/5/95	Martha Webb	RCS	Hamlet	NC	582-5860
1/6/95	Geneva	Catawba Valley Community College	Hickory	NC	910-741-0819
1/6/95	Jackie Goetter		Decater	IL	
1/6/95	Jim Meyer	LOF	Laurinburg	NC	910-277-2200
1/6/95	Mike Kestner	NC DPI	Raleigh	NC	910-715-1862
1/6/95	Rosemary Pepper	Henry Ford Community College	Dearborn Heights	MI	313-845-6361
1/6/95	Stan Christensen	Northwest College	Powell	WY	307-754-6065
1/9/95	Donald Bryant	Carteret Community College	Morehead City	NC	919-247-6000
1/9/95	Gerald Pumphrey		Raleigh	NC	919-733-7051
1/9/95	Gerry Melton	RCC	Hamlet	NC	7103
1/9/95	June Atkinson	NC DPI	Raleigh	NC	919-715-1626
1/9/95	Leonard Arnold	Harnette County Schools	Lillington	NC	910-893-8151
1/9/95	Lyn Feezor		Charlotte	NC	704-542-9550
1/9/95	Pam Finney	SERVE	Greensboro	NC	910-292-9974
1/10/95	Donald Bryant	Carteret Community College	Morehead City	NC	919-247-6000
1/10/95	Glenda Samples	West Publishing	Thousand Oaks	CA	800-338-9932
1/10/95	Juanita Webster		Rockingham	NC	997-9828
1/10/95	Sylvia Dixon	Kemet Electronics	Shelby	NC	997-9828
1/11/95	GIGI	Hyatt Regency Dallas	Dallas	TX	214-651-1234
1/11/95	GIGI	Hyatt Regency Dallas	Dallas	TX	214-651-1234
1/11/95	Martha Webb	RCS	Hamlet	NC	582-5860
1/11/95	Pam Finney	SERVE	Greensboro	NC	910-292-9974

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
1/11/95	Richard Conder		Rockingham	NC	997-5551
1/12/95	B. E. Mendenhall		Winston-Salem	NC	910-769-2871
1/12/95	Deborah Tippett		Raleigh	NC	919-490-0495
1/12/95	Dennis Clune	US Basics			703-684-1265
1/12/95	Faye Davis	Cumberland County Schools	Fayetteville	NC	910-678-2339
1/12/95	GIGI	Hyatt Regency Dallas	Dallas	TX	214-651-1234
1/13/95	Carol Maloney	Muskegon Community College	Muskegon	MI	616-777-2637 Ext 20
1/13/95	Tamera Greerly	SERVE		FL	800-352-6001
1/17/95	Delores	Guilford County Public Schools	Greensboro	NC	910-370-8357
1/17/95	Jennifer Jackson	NTPN	Waco	TX	800-972-2766
1/17/95	Loretta Martin	Governors Commission on Workforce Prepa	Raleigh	NC	
1/17/95	Mindy Martin	Jobs for the Future	Boston	MA	617-742-5995
1/17/95	Teresa Smith	Harnett County Schools	Lillington	NC	910-893-8151
1/19/95	Deborah Tippett		Raleigh	NC	919-490-0495
1/19/95	Gerald Pumphrey	NC DCC	Raleigh	NC	919-733-7051
1/20/95	Damaris Moore	NCRVE	Berkeley	CA	800-762-4093
1/20/95	Juanita				997-9828
1/20/95	June Harris	NDN Facilitator		OH	515-281-3111
1/20/95	Linda Love	NDN	Raleigh	NC	919-715-1363
1/20/95	Lynn	NCDPI	Raleigh	NC	919-715-1626
1/20/95	Maxine McNeil		Rockingham	NC	997-4787
1/20/95	Sylvia Anderson	Guilford County Public Schools	Greensboro	NC	910-370-8357
1/23/95	Dr. Don Martin		Raleigh	NC	919-380-1017
1/23/95	Stephen Athans	Sandhills Community College	Pinehurst	NC	910-692-6185
1/24/95	Janice	RCC	Hamlet	NC	7050
1/24/95	Linda Love	NDN	Raleigh	NC	919-715-1363
1/25/95	Dennis Fitzpatrick	Louis County Board of Education	Glenville	WV	304-269-8300 ext 45
1/26/95	Mary Conwell	Jist Works			
1/26/95	Nanci Napier	RCS	Hamlet	NC	582-5860
1/27/95	Cora Lee	NC DCC	Raleigh	NC	919-733-7051
1/27/95	Linda Carter	Wyoming State Tech Prep		WY	307-777-6252
1/27/95	Phil Smoot			NC	910-887-6057
1/30/95	Crystal Brantley	Vance-Granville Community College	Henderson	NC	919-492-2061 ext 21
1/30/95	Harold Matthews		Rockingham	NC	
1/30/95	Martha Webb	RCS	Hamlet	NC	582-5860
1/31/95	Ann McCoy				
1/31/95	Harold Matthews		Rockingham	NC	895-6381
2/1/95	Anne Morris	RCC	Hamlet	NC	7027
2/1/95	Dorothy Wheeler	Northeast Tech Prep		LA	
2/1/95	Pam Finney	SERVE	Greensboro	NC	910-292-9974
2/2/95	Cheryl Lewis	Richmond County Printers	Hamlet	NC	582-4609

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
2/2/95	Crystal Brantley	Vance-Granville Community College	Henderson	NC	919-492-2061 Ext 21
2/2/95	Jean	Bergwall Productions, Inc.	Chadds Ford	PA	610-388-0400 ext 21
2/2/95	Jimmy Blair	Burlington Industries	Cordova	NC	997-5001
2/2/95	Martha Webb	RCS	Hamlet	NC	582-5860
2/2/95	Yvonne Jordan	RCS	Hamlet	NC	582-5860
2/3/95	Dr. Doug James	Lenior County Schools	Kinston	NC	
2/3/95	Pam Satterfield	RCS	Hamlet	NC	582-5860
2/6/95	Debra Bragg	NCRVE	Champaign	IL	217-333-0807
2/6/95	Jean Sanford		Paducah	Ky	
2/6/95	Lynn Coats	NC DPI	Raleigh	NC	
2/6/95	Martha Webb	RCS	Hamlet	NC	
2/6/95	Mr. Peer Nyberg	American Indian OIC	Minneapolis	MN	612-341-3358
2/6/95	Myo	NCRVE	Berkeley	CA	800-762-4093
2/6/95	Retha Asklund	Murray State College	Tishomingo	OK	405-371-2371 ext 24
2/7/95	Diane Honeycutt	RCC	Hamlet	NC	
2/7/95	Dr. Lawrence Arney	Western Carolina University	Cullowhee	NC	704-227-7151
2/7/95	Robert Cain	Richmond Apparel	Rockingham	NC	997-6471 ext 229
2/9/95	Jean Sanford		Paducah	KY	502-554-7826
2/9/95	Linda Carter	State Department of Education		WY	307-777-6252
2/10/95	Carol Lewis	Nash Community College	Rocky Mount	NC	919-443-4011 ext 32
2/10/95	Curtis Shiver	Wayne Community College	Goldsboro	NC	919-735-5151
2/10/95	Pariece Wilkins	US Office of Education	Washington	DC	202-205-9673
2/13/95	Archie Jackson	Lanier Worldwide, Inc.	Tucker	GA	800-462-4399 ext 28
2/13/95	Diane Honeycutt	RCC	Hamlet	NC	7055
2/13/95	Kim Abrams	Rockingham Junior High School	Rockingham	NC	997-9829
2/13/95	Mary	Dr. Aiken's Office	Rockingham	NC	895-5210
2/13/95	Stan Christensen	Northwest College	Powell	WY	307-754-6065
2/15/95	Ben McCallum	Richmond Co. Cooperative Services	Rockingham	NC	997-8255
2/15/95	Damaris	Urban Schools Network			800-762-4093
2/15/95	Helen Scholl	RCS	Hamlet	NC	
2/15/95	Linda Walters	Public Schools of Robeson County	Lumberton	NC	910-671-6000 ext 33
2/16/95	Barbara Horstmann	Central Piedmont Community College	Charlotte	NC	704-342-6392
2/16/95	Cheri Almeida	Community College of Rhode Island	Warwick	RI	401-825-2143
2/16/95	Ken	Helms Jewelers	Rockingham	NC	895-2936
2/16/95	Kim Abrams	Rockingham Junior High School	Rockingham	NC	997-9829
2/16/95	Pam Finney	SERVE	Greensboro	NC	910-292-9974
2/17/95	Barbara Johnson	Lake County Schools	Tavares	FL	904-343-3531
2/17/95	Clive Hall	Northwest Community College	Kitimat, British Columbia	Canada	604-632-4766
2/17/95	Jimmy Blair	Burlington Industries	Cordova	NC	997-5001
2/17/95	Martha Webb	RCS	Hamlet	NC	
2/20/95	Diane Johnson	State Superintendent of Education	Raleigh	NC	919-715-1292

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
2/20/95	Gwen Willis				
2/21/95	Diane Johnson	Roger Jackson's Office	Raleigh	NC	919-715-1292
2/21/95	Myo Tsuzuki	NCRVE	Berkley	CA	800-762-4093
2/22/95	Bill Ikner	LOF	Laurinburg	NC	910-277-2254
2/22/95	Don Haver	R J Reynolds Tobacco Company	Winston-Salem	NC	910-741-0819
2/22/95	Ken Melvin	Helm's Jewelers	Rockingham	NC	895-2936
2/22/95	Martha Webb	RCS	Hamlet	NC	
2/22/95	Retha Asklund	Murray State College	Tishomingo	OK	405-371-2371 ext 24
2/23/95	Jean Sanford		Paducah	KY	502-554-7826
2/23/95	Jean Sanford		Paducah	KY	502-554-7826
2/24/95	Barbara Small	Fairfax County Public Schools	Fairfax	VA	703-698-0400
2/24/95	Carol Gutshall			MO	816-359-3255
2/24/95	Gerald Pumphrey	NC DCC	Raleigh	NC	919-733-7051
2/24/95	Jim Bleyer	SERVE	Tallahassee	FL	904-671-6079
2/24/95	Linda Carter	Wyoming State Department		WY	307-777-6252
2/24/95	Pam Hinson	RCS	Hamlet	NC	
2/27/95	Ann Crabbe	Scotland County Schools	Laurinburg	NC	910-276-1138
2/27/95	Gerald Pumphrey	NC DCC	Raleigh	NC	919-733-7051
2/27/95	Gerald Pumphrey	NC DCC	Raleigh	NC	919-733-7051
2/27/95	Ron Layne	RCC	Hamlet	NC	7124
2/27/95	Yvonne Mapson	US Office of Education	Washington	DC	202-708-9763
2/28/95	Carol	DPI	Raleigh	NC	
3/1/95	Cathy Johnson	Richmond County Chamber of Commerce	Rockingham	NC	
3/1/95	Susan Elliott	CORD	Waco	TX	800-972-2766
3/1/95	Vicky Holt	Anson Community College	Polkton	NC	704-272-7635
3/2/95	Gene Burrell	RCC	Hamlet	NC	7033
3/6/95	Bud Skinner	Rural Center	Raleigh	NC	919-715-2725
3/6/95	Diane Honeycutt	RCC	Hamlet	NC	
3/6/95	Jewell Price	Hamlet Junior High School	Hamlet	NC	582-7903
3/6/95	Linda Carter			WY	307-777-6252
3/6/95	Martha Webb	RCS	Hamlet	NC	582-5860
3/6/95	Pam Hinson	RCS	Hamlet	NC	582-5860
3/7/95	Barbara Horstmann	Central Piedmont Community College	Charlotte	NC	
3/7/95	Martha Webb	RCS	Hamlet	NC	
3/8/95	Roseanne Cockran	State Vocational Education Dept.	Honolulu	HI	808-591-1888
3/9/95	Barbara Horstmann	Central Piedmont Community College			
3/9/95	Gerald Pumphrey	NC DCC	Raleigh	NC	919-733-7051
3/9/95	Geraline Castle	Cumberland County Schools	Fayetteville	NC	910-678-2414
3/10/95	Joyce Lowery	West Point Stevens	Wagram	NC	910-369-4207
3/14/95	Ken Smith	NC DPI	Raleigh	NC	919-715-1667
3/14/95	Lee Mayfield		Chapel Hill	NC	919-929-2278

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
3/15/95	Mrs. McRae	Richmond County Schools	Hamlet	NC	582-5860
3/16/95	Don Lawhead	Center for Educational Development	Tucson	AZ	520-791-3791
3/17/95	Linda Carter		Cheyenne	WY	307-777-6252
3/20/95	Martha Wevv	RSHS	Hamlet	NC	582-5860
3/21/95	Cora Lee	NC DCC	Raleigh	NC	
3/21/95	Dr. John Dempsey	Sandhills Community College	Pinehurst	NC	910-692-6185
3/21/95	Mimi Stedman	NCRVE	Berkley	CA	
3/22/95	Garnet Bass	Rural Economic Developement Center	Raleigh	NC	919-782-3083
3/23/95	Deborah Crandall		Rockingham	NC	
3/23/95	Faye Davis	Cumberland County Schools	Fayetteville	NC	
3/23/95	Sandra Madison	Pine Forest High School	Pensacola	FL	904-944-2256
3/24/95	Garnet Bass	Rural Economic Development Center	Raleigh	NC	919-782-3083
3/24/95	Martha Webb	RCS	Hamlet	NC	
3/24/95	Yvonne Mapson	US Office of Education	Washington	DC	202-708-9763
3/27/95	Jo Spach	RJ Reynolds	Winston-Salem	NC	910-741-0819
3/28/95	Bud Skinner	Rural Center	Raleigh	NC	919-715-2725
3/28/95	Jane Poe-Eure	Durham Public Schools	Durham	NC	
3/28/95	Julie Vitalie	CORD	Waco	TX	800-972-2766
3/28/95	Linda Carter		Cheyenne	WY	307-777-6252
3/28/95	Nikki Covington		Raleigh	NC	919-839-0682
3/29/95	Janice	RCC	Hamlet	NC	7050
3/29/95	Judy Hamilton	Mitchell Community College	Statesville	NC	704-878-3280
3/29/95	Martha Webb	RCS	Hamlet	NC	582-5860
3/29/95	Teresa Stewart	RCS	Hamlet	NC	
3/30/95	Anita Grasso	Vernon Board of Education	Rockville	CT	203-872-7361
3/30/95	Gerald Pumphrey	DCC	Raleigh	NC	919-733-7051
3/30/95	Jack Hinson	Clayton County Schools		GA	404-362-3800
3/30/95	Martha Webb	RCS	Hamlet	NC	582-5860
3/30/95	Ronny Miller	George County High School		MS	601-947-3116
3/31/95	John Williams	Center for Impoving Mountain Living			800-621-0008
3/31/95	Judy Bishop	State NDN Facilitator	Tallahassee	FL	904-487-1078
4/2/95	Julie Vitalie	CORD	Waco	TX	817-772-8756
4/2/95	Pam Finney	SERVE	Greensboro	NC	910-292-9974
4/2/95	Susan Taylor	Martin County Schools			919-792-5440
4/2/95	Teresa Stewart	RSC	Hamlet	NC	582-5860
4/4/95	Gerald Pumphrey	NC DCC	Raleigh	NC	919-733-7051
4/4/95	Jay Robinson	State Board of Education	Wilmington	NC	910-256-1170
4/4/95	Jim Hanks	Clark County Schools District	Athens	GA	706-353-3438
4/4/95	Linda Carter		Cheyenne	WY	307-777-6252
4/4/95	Martha Webb	RCS	Hamlet	NC	582-5860
4/4/95	Priscilla	RCS	Hamlet	NC	582-5860

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
4/5/95	Betsy Brand				703-241-8456
4/5/95	Graham Shepherd	Eastern College	New Foundland	Canada	709-468-2610
4/5/95	Wilbur Smith	Public Schools of Robeson County	Lumberton	NC	910-671-6000 ext 30
4/6/95	Terry	Keith Accounting	Rockingham	NC	895-3024
4/7/95	Dr. James	Lenoir County Schools	Kinston	NC	919-527-1109
4/7/95	Jane Worsham	State Board of Education	Raleigh	NC	919-715-1318
4/7/95	Jim Hanks	Clark County Schools District	Athens	GA	706-353-3438
4/7/95	Nanci	RCS	Hamlet	NC	582-5860
4/10/95	Jim Hanks	Clark County Schools	Athens	GA	706-353-3438
4/10/95	Lynzetta Ingram	RSHS	Rockingham	NC	997-9812 ext 43
4/11/95	Linda Carter	Wyoming Department of Education	Cheyenne	WY	307-777-6252
4/11/95	Ms.Ravenell	Orangeburg-Calhoun Technical College	Orangeburg	SC	803-536-0311
4/11/95	Nanci Napier	RCS	Hamlet	NC	582-5860
4/11/95	Tom Ratliff				
4/12/95	Annette Scott	Union Pines High School	Pinehurst	NC	
4/12/95	Cheryl	Richmond County Printers	Hamlet	NC	
4/12/95	Dot Roark				
4/12/95	Pam Finney	SERVE	Greensboro	NC	
4/12/95	Ralph Robertson	RSHS	Rockingham	NC	997-9812
4/13/95	Don Fenn			CA	916-842-7329
4/13/95	Mary Alice	Richmond Senior High School	Rockingham	NC	997-9812
4/20/95	Al Phillips	Southeastern Community College	Whiteville	NC	910-642-7141 ext.23
4/20/95	Geraline Castle	Cumberland County School	Fayetteville	NC	910-678-2414
4/20/95	Nancy Brooks	US Dept of Education	Washington	DC	202-205-8269
4/20/95	Ron	MDA			704-567-2912
4/20/95	Ronnie Miller	George County High School	Lucedale	MS	601-947-3116
4/20/95	Sue Ross			CA	916-626-4356
4/24/95	Ann Ferrell	CORD			800-231-3015
4/24/95	Don Haver	RJR Tobacco Company	Winston-Salem	NC	910-741-0819
4/24/95	Pam Finney	SERVE	Greensboro	NC	910-292-9974
4/27/95	Graham Sheppard	Eastern College, Bonavista Campus	Bonavista	Newfoundl	709-468-2610
4/27/95	Lynzetta Ingram	RSHS	Rockingham	NC	997-9812
5/1/95	Gerald Pumphrey	NC DCC	Raleigh	NC	919-733-7051
5/1/95	John Williams	Center for Improving Mountain Living			800-621-0008
5/2/95	Cheryl Nixon	Lincoln County Schools	Lincolnton	NC	704-732-4084
5/2/95	Diane Honeycutt	RCC	Hamlet	NC	7055
5/2/95	Gerald Pumphrey	DCC	Raleigh	NC	919-733-7051
5/2/95	Martha Webb	RCS	Hamlet	NC	582-5860
5/2/95	Pam Finney	SERVE	Greensboro	NC	910-292-9974
5/2/95	Ralph Robertson	RSHS	Hamlet	NC	997-9812
5/3/95	Lynzetta Ingram	RSHS	Rockingham	NC	997-9812

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
5/5/95	Cheryl Nixon	Lincoln County Schools	Lincolnton	NC	704-732-4084
5/5/95	Cheryl Nixon	Lincoln County Schools	Lincolnton	NC	704-732-4084
5/5/95	Don Haver	RJR Tobacco Company	Winston-Salem	NC	910-741-0819
5/8/95	Diane Honeycutt	RCC	Hamlet	NC	7055
5/8/95	Geraline Castle	Cumberland County Schools	Fayetteville	NC	910-678-2414
5/9/95	Betty Shackleford	Fayetteville Technical Community College	Fayetteville	NC	
5/9/95	Cathy Fuller	US Office of Education	Washington	DC	202-219-2281
5/9/95	Mr. Grimsley	RCC	Hamlet	NC	
5/10/95	Joe Glezen	Southeastern Regional Medical Center	Lumberton	NC	
5/10/95	Pam	Asheville Chamber of Commerce	Asheville	NC	704-255-6118
5/11/95	Becky	Lenior County Schools	Kinston	NC	
5/16/95	J. W. Eades	NC DCC	Raleigh	NC	
5/17/95	Herbert Terry				
5/17/95	June Atkinson	NC DPI	Raleigh	NC	919-715-1626
5/17/95	Martha Lilly	Craven County Schools			
5/17/95	Martha Webb	RCS	Hamlet	NC	582-5860
5/18/95	B. E. Mendenhall				910-769-2871
5/18/95	Coy Hudson	Catawba Valley Community College			
5/18/95	J. W. Eades	NC DCC	Raleigh	NC	
5/18/95	Jan Albert	Capital Area Tech Prep Consortium	Austin	TX	512-259-0855
5/18/95	Joan	Craven Community College			
5/18/95	Ken Chapman	American Chemical Society			202-872-8734
5/18/95	Stephen Athans	Sandhills Community College	Pinehurst	NC	
5/19/95	Linda Love	NDN	Raleigh	NC	919-715-9974
5/19/95	Sue	FTCC	Fayetteville	NC	910-678-8324
5/19/95	Tammy	DPI			704-289-5223
5/22/95	Carolyn Gaddy	Haywood County Schools			704-456-2400
5/22/95	Carolyn Lee	US Office of Education	Washington	DC	202-260-9576
5/22/95	J. W. Eades	NC DCC	Raleigh	NC	
5/22/95	Jim Meyer	LOF	Laurinburg	NC	910-277-2200
5/22/95	Leonard Arnold	Harnett County Schools			910-893-8151
5/22/95	Mike Kestner	NC DPI	Raleigh	NC	919-715-1862
5/23/95	Cora Lee	NC DCC	Raleigh	NC	919-733-7051 ext. 4
5/23/95	Ericka Neilson Andrew	NCRVE			800-762-4093
5/23/95	Loretta Martin	Governor's Office	Raleigh	NC	919-715-3300
5/23/95	Yvonne Jordan	RCS	Hamlet	NC	
5/25/95	Marge Quinn	Keith Accounting	Rockingham	NC	895-3024
5/29/95	Betty Frye	SERVE	Tallahassee	FL	1-800-352-6001
5/30/95	Martha Webb	RCS	Hamlet	NC	582-5860
5/31/95	Steve Morris		Rockingham	NC	895-2936
6/1/95	Brett Pulliam		Asheville	NC	704-258-0974

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RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER TELEPHONE LOG

DATE	CALLER	INSTITUTION	CITY	STATE	PHONE NO
6/1/95	Maggie	NCRVE			1-800-762-4093
6/1/95	Ralph Robertson	RSHS	Rockingham	NC	997-9812
6/5/95	Grace	RCS	Hamlet	NC	582-5860
6/5/95	Louise Turner	Whiteville City Schools	Whiteville	NC	910-642-8054
6/5/95	Marge	Keith Accounting	Rockingham	NC	895-3024
6/6/95	Brett Pulliam				704-258-0974
6/6/95	Jan Albers	Capital Area TP Consortium	Austin	TX	512-259-0855
6/9/95	Kenneth Phillips	California State University	Los Angeles	CA	818-796-7345
6/12/95	Lynn Coats	NC DPI	Raleigh	NC	919-715-1620
6/14/95	Brett Pulliam				704-258-0974
6/15/95	Lynzetta		Hamlet	NC	997-9812
6/19/95	Charlie Glazner	Asheville Area Chamber of Commerce	Asheville	NC	704-258-6126
6/19/95	Wendy McColskey	SERVE	Winston-Salem	NC	1-800-755-3277
6/22/95	Patsy Stice	University of Kentucky Community Colleges	Lexington	KY	606-257-8612
6/29/95	Carolyn Smith	Community College Systems President's Off	Raleigh	NC	
6/29/95	Pam Finney		Greensboro	NC	910-292-9974
7/11/95	Cheryl	Richmond County Printers	Hamlet	NC	
7/11/95	Wendy McColskey	SERVE	Greensboro	NC	800-755-3277
7/12/95	Madeline	Affordable Travel	Rockingham	NC	997-5353
7/13/95	Don Haver	RJR	Winston-Salem	NC	910-741-0819
7/17/95	Lisa Gray	SERVE			800-352-6001
7/19/95	Bob McLester		Rockingham	NC	895-6354
7/20/95	Tony Newberry	Kentucky Community College System		KY	606-257-8614

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RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

/1/93 - 6/30/95
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ATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
/27/93	TED CALMES		ANTIGO	WI		
/2/93	BOB HENDERSON	STARK CO TP CONSORTION	CANTON	OH		
/2/93	Charles Perry	Union County Schools				704-283-3836
/2/93	Donna	District				704-866-6203
/2/93	Checkovich	Shepard College				304-876-2511 ex 203
/2/93	Jim Elsis	Islit Public Schools				516-732-3010
/2/93	Lib Ratliff	Church				895-4016
/2/93	MAXINE SINGLETON	COLLEGE	VIRGINIA BEACH	VA		
/2/93	Pat Thompson	Governor Hunt's Office				1-800-662-7952
/2/93						
/2/93						
/3/93	BRENT ELDER	CORD AUSTIN	AUSTIN			512-499-1701 EX3704
/3/93	DR BARBARA DOUGHDRY	UNIVERSITY OF HAWAII		Hawaoo		808-956-6216
/3/93	MARGO ATHANS	WINSTON SALEM JOURNAL				919-727-7279
/3/93	MYRTLE D. STOGNER	DEVEL CENTER	HAMLET	NC	28345	919-582-7187
/3/93	RAYMOND LILES	RUTHERFORD COUNTY	RUTHERFORD CO.	NC		704-286-2757
/3/93	TOM OWENS	NW REGIONAL LAB	PORTLAND	OR		503-275-9596
/4/93	JACK HINSON	EDUCATION	MORROW	GA	30260	404-362-3800
/4/93	JANE MERDIC	KANSAS CITY, MI				816-871-6273
/4/93	JANE SCHIMPF		SOMERSET	PN		814-443-3651
/4/93	Maxine Singleton	College	Virginia Beach	VA		804-427-7208
/9/93	Linda Keaton	Aiken Technical College				Fax 803-593-6526
/10/93	Bud Elder	CORD	Austin	TX		512-499-1701 ex 3704
/10/93	Dianna Shriver		Pittsburgh			412-675-9085
/11/93	BRETT	AVA				703-683-3111
/11/93	Dr. Jeanine Rounds	Yuba College	N. Sacramento	CA		916-741-6794
/11/93	Joyce	New Orleans Hilton				504-561-0500 ex 3618
/11/93	Kathy Mannes		Northern Virginia			703-941-7206
/11/93	Richard McWhorter		Topeka	KS		913-273-7140
/15/93	WILBUR SMITH	ROBESON PUBLIC SCHOOLS				671-6000 EXT 300

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RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

hone Phone Database

ATE	DATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
/5/9	2/16/93	Bret Lovejoy	Assoc.				703-683-3111
/5/9	2/16/93	Deborah	Holiday Inn 4-Seasons				1-800-242-6556
/5/9	2/16/93	GEORGE ANN	Affordable Travel				997-5353
/5/9	2/16/93	John Lynch					
/7/9	2/18/93	Amy Jean		Stayton	OR	97383	
/7/9	2/18/93	Cathy Manner					703-941-7206
/7/9	2/18/93	Janice McDougald	Anne Crabbe's Office				582-7186
/9/9	2/18/93	Mary Grace					
/9/9	2/19/93	Stephen Athans					
/9/9	2/22/93	Cheryl	Richmond County Printers				582-4609
/9/9	2/22/93	Margaret Gregory	DeKalb County Schools	Atlanta	GA		404-297-2376
/9/9	2/22/93	Nina Enomoto	Ed		HI		808-839-7922
/9/9	2/22/93	Patricia Medlin	Whiteville City Schools				919-642-4416
/11/	2/24/93	Carol Lowe	NOrth Surry High School				919-789-5055
/12/	2/24/93	Mary Burski	Southern Maryland				304-934-2251 ex. 443
/12/	2/24/93	Rand Riedrich	Caldwell County				704-327-0007
/16/	2/25/93	Diane Devries	RMC Research				1-800-258-0802
/16/	2/26/93	Emmie Whitley					
/16/	2/26/93	Nancy Gupton	CORD	Waco	TX		1-800-972-2766
/16/	3/2/93	Carol Lowe					919-789-5055
/19/	3/2/93	Nina Inimoto			HI		808-839-7922
/19/	3/2/93	Pat Reed					?
/19/	3/2/93	Raymond Lyles					704-286-2757
/21/	3/2/93	Rosemary Martin		South Euchlid	OH	44121	
/22/	3/2/93	Sarah Hawes					919-715-1780
/22/	3/2/93	Wilbur Smith	Robeson County				
/23/	3/3/93	Cheryl	Richmond County Printers				582-4609
/24/	3/3/93	Scott Thompson	Camby High School	Camby	OR		503-266-5811
/25/	3/3/93	Shawn Harris	U. S. Department				202-205-5567
/25/	3/3/93	Walter Brown	State Department				919-715-1657
/25/	3/4/93	Jerry Natkin					
/25/	3/4/93	Joanne Schwaab	Camby High School				503-266-5811

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

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ATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
/26/93	Brenda Lewis					919-457-5241
/30/93	Andy Furco	NCRVE	Berkley	CA		1-800-762-4093
/30/93	Cheryl	Richmond County Printers				582-4609
3/30/93	Sammie Garner	Appalachian State				1-704-262-2661
3/30/93	Susan Klaiber					1-800-258-0802
3/31/93	Anne DeClerk		Oseola	AR		501-563-2192
4/1/93	Garnett Bass	World Economic Center				919-782-3083
4/2/93	Jean Volk	Norfolk Public Schools	Norfolk	NB		402-371-2241
4/7/93	John Durgin	Apprenticeship		ME		1-207-985-3500
4/7/93	Mary Jolly					504-483-4077
4/13/93	Cheryl	Richmond County Printers				582-4609
4/19/93	Valerie Wancket	James Wyock & Associates	Winston-Salem	NC		919-659-8440
4/19/93	Vivian Turner ,	R J Reynolds				919-741-0049
4/20/93	Priscilla					582-5860
4/21/93	Valerie Wancket	Fyock and Associates				919-659-8440
4/22/93	Delores Turvill	Portland, OR				503-771-7289
4/23/93	Marge Quinn	Keith Accounting				895-3024
4/23/93	Preston Wells					919-259-2187
4/26/93	Jim Keane	American Woodmark				706-779-3304
4/26/93	Mike Reed	College	Moberly			816-263-4110
5/5/93	Carla High	Francis Tuttall	Oklahoma City	OK		405-722-7799ex. 380
5/7/93	Jane Davis	Hershey High School	Hershey	NB	69143	
5/7/93	Loren Martin	Brigham Young University	Provo	UT	84602	
5/7/93	Martha Cranfill					919-727-8403
5/7/93	Nick Atma			CA		
5/10/93	Jim Hanks		Athens	GA		706-353-3438
5/10/93	Mark Doss					417-895-7250
5/10/93	Ron Klapper	Middletown City Schools				513-420-4522
5/12/93	Deborah Crandall					704-298-0024
5/13/93	Mary Grace Jaeger					502-473-8304
5/17/93	Debbie Barr	Metro Boston Tech Prep				617-241-8600 x 339
/18/93	Shannon	Richmond Senior High				997-9812

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

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ATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
/19/93	Francis Parnell					919-791-1365
/20/93	Edward Holland					202-282-2345
/20/93	office					
/21/93	Dale Parnell			OR		503-737-2599
/21/93	Delores Turville					
/21/93	Joe Binford	College	Richmond	VA		804-796-4261
/21/93	Martha Cranfill	Forsythe County				919-727-8403
/21/93	Robert Scott	US Dept. of Education				202-205-5664
/24/93	Duff Young	Cooper Tools				
/24/93	Joe McDaniel		Startville	MS		601-359-3465
/24/93	Pam Finney	SERVE				919-292-9974
/25/93	Carolyn	Central Office				582-5860
/25/93	Ken Chapman	Society				202-872-8734
/25/93	Marge Quinn	Keith Accounting				895-3024
/25/93	Minda Gill			OH		614-486-9034
/25/93	Paul Hinson					800-472-2564
/25/93	Ruth Katz					800-762-4093
/1/93	Joe Binford	College				804-796-4261
/1/93	Lana Bradley	Asheville High School				
/3/93	Nancy McCormick	Office				919-733-6700
/7/93	Lori Jean McCormick	AIT				800-457-4509
/8/93	Christine Phillips					1-703-385-2981
/9/93	Kelly Jarman	Lenoir County				919-527-9172
/9/93	Kerry Marbury	College		WV		304-367-4692
/15/93	Diane Stringer	Careerware	Jackson	MS	39211	601-952-8408
/16/93	Don Haver	R. J. Reynolds				919-741-0819
/16/93	Joan Allen			TX		
/21/93	Dr. Debbie Plank			CO		303-690-9722
/22/93	Jay Cannon	Penn. State Advisor				717-787-5293
/12/93	Betty Cooper		Monroe	LA		318-342-1141
/12/93	Julie Burnham					919-733-0680
/13/93	David Segar		Murphy	NC		704-837-6810

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

hone Database

ATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
/13/93	Deborah Bradshaw	Holiday Inn Four Seasons				800-242-6556
/13/93	Glenda Jones					704-637-0760
/14/93	Betty Cooper		Monroe	LA		318-342-1141
/27/93	Matt Styers	Hickory City Schools	Hickory	NC		
/27/93	Pat Burke	Psycological Corporation	San Antonio	TX		
/27/93	Patty Williamson		St. Louis	MO		314-429-1831
/4/93	Andrew Manus	Manus Educational				704-855-1970
/4/93	Minda Gill			OH		614-486-9034
/9/93	Candace	Tri-County				803-646-8361 x. 2267
/9/93	Charlie Law					919-787-1755
/10/93	Carol Matheson	Alexander County				704-632-7001
/10/93	Jodie	Ohio Dept. of Education				614-466-5910
/11/93	Jeff Merritt	Schools				919-659-8574
/11/93	Macy McRae	Columbus County Schools				919-642-5168
/11/93	Sandy Sarvis					803-568-3886
/13/93	Betty Cooper					
/13/93	Carolyn Rackley					404-934-0133
/13/93	Gwen Sellars					803-793-3637
/13/93	Sarah Hawes					
/13/93	Wilbur Smith	Robeson County Schools				
/16/93	Nancy McCormick					919-733-6700
/17/93	Gary Stipe	Cherokee County Schools				(704) 837-2722
/17/93	Tena Mattingly	Media Center				816-530-5800 x. 245
/19/93	Don Brannon		Raleigh	NC		919-715-1647
/19/93	John Stewart					919-276-2636
/20/93	Dick Rogers	Carteret County				919-728-4583
/24/93	Annette Wilson		Raleigh	NC		919-850-1880
/24/93	Carolyn Neves	School	Chico	CA	95926	
/24/93	Linwood Ward	Union County Schools	Monroe	NC		704-283-3650
/24/93	Phil Smoot					919-887-6057
/30/93	Alice Lance	Swain Co. Schools				704-488-2152
/30/93	Mike Kayhill		Polk	FL		813-297-1024

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ATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
/31/93	Bergin Edwards	Robinsville High School	Robinsville	NC	28771	
/31/93	Betty Wimmer	Rowan County Schools				
/31/93	Debbie Ledford	McDowell County				
/1/93	Carolyn Gaddy					704-456-2400
/1/93	Ed Workman	Department of Technology	Highland Hughs	CT	41076-1448	
/1/93	Frank Morzork					
/1/93	Susan Frith	Express Times Newspaper				1-800-360-3601
/2/93	Betty Cooper					(318) 342-1141
/2/93	Dianne Honeycutt		Hamlet	NC	28345	
/2/93	Raymond Lyles	Rutherford County				(704) 286-2754
/2/93	William Padamonsky	Director Education				(814) 695-2315
/3/93	Bill Teague	Buncombe County School	Asheville	NC		
/3/93	Carla High					(405) 720-4380
/3/93	Carla High					(405) 720-4380
/3/93	Charles Perry	Union County				
/3/93	Jim Johnson	Academic Innovations				
/7/93	Barbara Johnson	Southern School Media				Fax502-782-6925
/7/93	Bill Furpless	Burnswick County				
/7/93	Donna McAninch	CORD				800-972-2766
/7/93	Dr. Singleton	College				804-427-7208
/7/93	Estevano Rodriguez	Omni Harbor Hotel				410-754-1100 ext1502
/7/93	Rick Carlton	West Central Ohio (TP)				
/7/93	Rick Webb	Rural Center				919-821-1154
/7/93	Susan Saputo	Pattonville High School	St. Louis	MO		
/7/93	Van Longston			NC		(919) 715-1495
/7/93	Vann Langston	Colleges	Raleigh	NC		919-715-1495
/8/93	Bob Van Kirk	Public School Forum				919-781-6833
/8/93	Dr. Robinsom	Holidaysburg, PA.				(814) 695-4416
/8/93	Jean Watson					(803) 537-5286
/8/93	Jo Spach	RJR Tobacco Co	Winston Salem	NC		919-741-7240
/8/93	Jo Spach	RJR				
/8/93	Jo Spach	RJR				(919) 741-7240

Phone Database

DATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
9/8/93	Jo Spach	RJR				(919) 741-7240
9/8/93	Martha Cranfield					919-727-8403
9/8/93	Penny Stewart	Chesterfield High School				623-2161
9/9/93	Gary	Red Springs High School				
9/9/93	Grant Brigman	Red Springs High School				
9/9/93	Jim Hensely					(704) 688-4095
9/9/93	John Smiley	Enterprises				704-364-2893
9/9/93	Sharon Goodman	Department of Commerce				733-7651
9/10/93	Charlotte Murphy	Sampson County				
9/10/93	Dr. Gary Robinsom	High School				
9/10/93	Leland Blanckenship	Haywood County Schools				
9/10/93	Lynn Coats	NCDPI	Raleigh	NC		
9/10/93	Macy McRae	Columbus County				Fax 919-740-1010
9/10/93	Nance Guyton					1-800-972-2766
9/10/93	Nancy Gupton	CORD				817-877-8972
9/10/93	Nancy Guyton					1-800-972-2766
9/10/93	Shirley Johnson	Wilden High School				
9/11/93	David Williams	School				
9/12/93	Debbie Smith			NC		(919) 349-6361
9/13/93	Betty Wimmer	Rowan County Schools	Salisbury	NC		704-636-1221
9/13/93	Chris Workman	College				
9/13/93	Dianne Cooke					
9/13/93	Don Herring	Onslow Co				
9/13/93	F.M. Barker	Watauga County				704-264-7196
9/13/93	Frances Johnson	Davidson County				
9/13/93	Jeanie Earnhart	College				
9/13/93	Jo Spach	RJR Tobacco Co.				
9/13/93	Mary Jolly	College				(504) 483-4450
9/13/93	Nancy MacCormac					919-733-6700
9/13/93	Ron	Mills Office Supply				582-4100
9/13/93	Rudolph Werette			NC		(919) 946-6873
9/13/93	Trent Stickland	Richmond County Schools				

Phone Database

DATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
9/13/93	Wayne Edwards	Schools				867-3116
9/13/93	Winnie Duncan	School				
9/14/93	Julie Hantsberger	Fla. Community College				(883) 452-6042
9/15/93	Kathy Lamon					473-1151
9/15/93	Martha Webb			NC		
9/16/93	Angie Harris	Department		NC		(919) 733-7651
9/16/93	Angie Harris	Department		NC		(919) 733-7651
9/16/93	Angie Harris	Department		NC		(919) 733-7651
9/16/93	Betty Cooper					
9/16/93	Jane Worsham	Education				919-715-1318
9/16/93	John Basyl	Fanagut High School	Fanagut	OH	51639	
9/16/93	Tim Hensley	Voc. Ed. Director				704-688-2103
9/16/93	Wayne Herndon					850-1873
9/17/93	Betty Cooper					(318)-342-1141
9/17/93	George	Affordable Travel		NC		997-5353
9/17/93	Susan Frith			PA		1-800-360-3601
9/17/93	Weaver Roger	State Board of Education				
9/22/93	Denia Woodard	Robeson Co.				919-457-5242 ext.162
9/22/93	Jeannie	Alexander Schools				
9/22/93	Ken Smith					
9/22/93	Mary Ann Corbin	VA Dept of Education				
9/23/93	Carol Dodd	RCC				7190
9/24/93	Betty Cooper	Monroe LA.				
9/24/93	Debbie Ledford	McDowell County Schools				704-659-3667
9/24/93	Gloria Fesh	Highland High School	Topeka	KA		(913 266-7616
9/24/93	Grace	Central Office		NC		582-5860
9/24/93	Ruth Buncannon	School		KY		502-527-1453
9/29/93	Kay Anderson	Moore County Schools	Carthage	NC		919-947-2341
9/30/93	Nancy MacCormick					
9/30/93	Wayne Herndan	Wake County Schools		NC		(919) 850-1873
10/1/93	Dana Quick			NC		582-3509
10/1/93	Patty Williamson		St. Louis	MO	63114	

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

Phone Database

DATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
10/4/93	Betty Cooper	Northeast Louisiana Univ	Monroe	LA		318-342-1141
10/4/93	Jenny Earnhardt	Coll	Salisbury	NC	28145-1595	
10/4/93	Jim Hanks	Clarke County Scholls	Athens	GA		
10/5/93	Debra Ward	DCC				
10/5/93	Deline Brown					
10/5/93	Lequita Ingold					919-318-6110
10/5/93	Les Bolt		Harrisinburg	VA		
10/5/93	Richard Reardon		Grottoes	VA	244124441	
10/6/93	Angela Cox	New Bern High School				919-514-6400
10/6/93	Geraline Castle	Cumberland County				919-678-2414
10/6/93	Libbie Geary	School	Hillsboro	NC		919-732-8048
10/6/93	Patty Williamson					314-429-1831
10/7/93	Janet Knox	Martin County Schools				
10/7/93	Jim Hanks	Jackie	Athens	GA		706-353-3438
10/7/93	Les Bolt		Harrisonburg	VA		703-568-6993
10/7/93	Patty Williamson					314-863-4628 FAX
10/7/93	Richmond Printers					
10/8/93	Libby Gary	School	Hillsborough	NC	27278	919-732-8048
10/8/93	Patty Williamson					
10/8/93	Steve Morris					895-2936
10/11/93	Betty Bagwell			NC		
10/11/93	Martha Cranfill	School		NC		919-727-8403
10/11/93	Sarah Hamilton			NC		
10/12/93	Janice Fields	Robeson Co	Lumberton	NC		919-671-6095
10/12/93	Gostley-Hackett	College	Bethlehem	PA		215-861-4546
10/12/93	Peggy Hall	Schools				
10/13/93	Linda Kittler	Pine Bluff High School	Pine Bluff	AR		501-543-4309
10/14/93	Bill Teague	Buncombe County Schools	Asheville	NC	28806	
10/14/93	Cathy Riba	NBC Nightly News				212-664-4971
10/14/93	Diane Honeycutt	RCC		NC		7055
10/14/93	Jerry O'Shee	Education				504-342-1499 or 1498
10/14/93	Jonell Ward		Raleigh	NC	27606	

RICHMOND COUNTÝ TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

hone Database

ATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
0/14/93	Martha Webb	RCS		NC		
0/14/93	Sarah Hamilton	Richmond County Schools	Hamlet	NC		582-5860
0/15/93	Barbara Parson		Nevada	MO		417-448-2090
0/15/93	Wendy McColsky	SERVE	Greensboro	NC	27435-5367	1-800-755-3277
0/18/93	Debra Crandall			NC		997-8255
0/18/93	Diane Honeycutt	RCC		NC		
0/19/93	GeorgeAnn	Affordable Travel		NC		
0/19/93	Martha Webb	RCS		NC		
0/20/93	J. C. Basnight	Fayetteville Tech		NC		919-678-8369
0/20/93	Sue Wagoner	Consor	Poplar Bluff	MO		314-840-9689
0/21/93	Brian Hildebrand	Anderson County Schools	Anderson	IN		
10/21/93	Deborah Crandall					997-8255
10/21/93	Kay Rogers					
10/21/93	Les Bolt	Shenandoah Valley Univ				
10/21/93	Lori					
10/21/93	Mike Kayhill	Polk Community College	Winter Haven	FL		813-297-1024
10/22/93	Ben Jones	RCS				
10/22/93	Dennis Lackey	School	Cranbrook	BC	V1C1B2	604-426-5241
10/22/93	Georgeanne	Affordable Travel				997-5353
10/22/93	Yvonne Jordan			NC		
10/25/93	Debra McDowell					997-2993
10/25/93	John Stewart					919-276-3626
10/25/93	Lisa	Richmond County Schools				582-5860
10/25/93	Martha Cranfill					919-727-8403
10/25/93	Petra McBride	Sheraton Imperial	Raleigh			919-941-5050
10/25/93	Raymond Liles	Rutherford County				704-286-2757
10/25/93	Ruth Etta Buchanan	School	Benton	KY		502-527-1453
10/26/93	Marvin Brown					404-657-8307
10/26/93	Raymond Lyles					(704) 286-2757
10/27/93	Milton Adams	Education				404-657-8308
10/27/93	Ron Layne	RCC				
10/28/93	Bill Coon					803-481-4480 ext 257

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

hone Database

ATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
0/28/93	Gladys Sato	College	Honolulu	HI		808-734-9485
0/28/93	Jimmy Blair	Burlington Industries	Cordova	NC		
0/28/93	Linda Kittler		Pine Bluff	AR		501-543-4309
0/29/93	Cathy Janci	School Craft Publishing				708-808-4049
0/29/93	Janet Knox	Martin County Schools	Williamston	NC		919-792-5440
0/29/93	Gostley-Hackett	College	Bethlehem	PA		215-861-4546
0/29/93	Marvin Brown					404-657-8307
1/1/93	Emmie Whitley					919-876-3806
1/1/93	Gail Mercer	NASSP				703-860-0200
1/1/93	Linda Kittler		Pine Bluff	AR		501-543-4309
1/1/93	Milton Adams	Education				
1/1/93	Walter Timm	College				919-938-6236
1/2/93	Ann Wells					804-847-0961 Ext 212
1/2/93	Bill Teague	Buncombe County Schools	Asheville	NC	28806	
1/2/93	Claudia Leppert	Education				503-378-3584
1/2/93	Diane Honeycutt	RCC				
1/2/93	Leonard Jaygo	Liberty High School	Bethlehem	PA		215-691-7200
1/2/93	Mike Kayhill	Polk Community College	Winter Haven	FL		813-297-1024
1/2/93	Pat Morgan	Rutherford County				
1/2/93	William Huffman		Foster City	CA	94404	415-572-0526
1/3/93	Pam Finney	SERVE				
1/8/93	Emily Freeland					(704) 343-6200
1/8/93	Juanita	Kay's Dress Shop				895-9068
1/9/93	Carla High					(405) 720-4380
1/9/93	Linwood Ward					
1/10/93	Linwood Ward					704-283-3650
1/11/93	Dorothy Winchester					800-457-4509
1/11/93	Linwood Ward					704-283-3650
1/17/93	Dr. Klauss	VA Tech				703-231-5558
1/18/93	Steven Athans	College				695-3732
1/30/93	Wendy McClousky					919-334-3211
2/4/93	Ann Wells					804-847-0961 ext.212

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

Phone Database

DATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
12/4/93	Don Al Terie					704-272-7635
12/4/93	Robert Pearson					919-947-2342
12/8/93	Jan Quailey					304-624-3292
12/8/93	Pam Finney		Greensboro	NC		910-292-9974
12/8/93	Wendy McColskey					1-800-755-3277
12/9/93	Andy Drewlinger					301-309-0649
12/14/93	Jean Watson					803-537-5286
12/14/93	Monique	Van Langston's Office				919-715-1496
12/14/93	Sarah Hamilton					
12/15/93	Kay Trinkle					217-333-7125
12/15/93	Linda Gayle	Eastern Shore of VA.				804-787-9447
1/4/94	CAROL MALONEY	MUSKEGEON TECH PREP				(616) 777-0418
1/4/94	MRS. ABELL					
1/5/94	DR. BRYANT	COLLEGE				
1/5/94	HUBERT TERRY					(919) 964-2225
1/6/94	Cheryl	Printers Office				
1/6/94	Grimsley					
1/6/94	Jan Jelardo	NASSP				1-800-253-7746
1/6/94	Martha Webb					
1/6/94	Sarah Taylor					
1/7/94	Guy Loftin	Guilford Tech				
1/10/94	Carol Maloney					
1/10/94	Clarence Cambell					704-286-2757 ext.38
1/10/94	Dianne Honeycutt					
1/10/94	Ken Smith					
1/10/94	Lenzetta	Central Office				
1/10/94	Raymond Lyles					704-286-2757
1/10/94	Robert White	Durham Public Schools				919-560-3765
1/12/94	Chuck					582-7071
1/12/94	Patricia Williams					(601) 562-3459
1/12/94	Steven Athens					695-3732
1/12/94	Wendy McColskey					

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

hone Database

ATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
/13/94	Janice					
/13/94	Pat Woods					938-1131 ext.120
/14/94	Ann Morris					
/14/94	Dr. Gary Robinson		Holidaysburg	PA		814-695-4416
/18/94	Jim Meyer					
/18/94	Steven Athens					910-692-6185
/20/94	Bud Skinner					821-1154
/20/94	Joan Pharr					505-527-7539
/25/94	Hazel	Business Office				
/25/94	Lori					
/25/94	Pat Woods	Kanapolis City Schools				704-938-1131 ext 120
/1/94	Barbara Sherrick					
/1/94	Dennis Adkinsson	College	Creston	IA		1-800-247-4023 ext. 307
/1/94	Linda Gaddy	Community Support Center				997-8440
/1/94	Sarah	Central Office				
/2/94	Callie Shingleton	Hanover County Schools				804-752-6000
/2/94	Danny Hardee	Edgecomb				919-641-2633
/2/94	John Krause	Schools	Las Cruces	New Mexic	88001	505-527-6050
/3/94	Ed Gigsby					910-642-7141 ext 215
/4/94	Hazel	RCC	Hamlet	NC	28345	
/4/94	Janice	RCC	Hamlet	NC	28345	
/4/94	Mrs. Chung	NCRVE				800-762-4093
/10/94	Cathy Putnum	Development Center	Raleigh	NC		919-821-1154
/10/94	Diane Honeycut	RCC				
/10/94	Gary Hobbs		Elizabeth City	NC		919-331-7047
/14/94	Larry Moore	Florida				904-482-1200
/16/94	Todd May	Department of Education				202-205-9517
/17/94	Anne Crabbe	Paper)	Columbus	GA		
/18/94	Patricia Austin	Manufacturing Sciences				
/18/94	Rogeen Smith	RJR				910-741-0960
/21/94	Al Phillips	College				910-642-7141
/22/94	Ok-Kyun Chung	NCRVE				1-800-762-4093

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

hone Database

ATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
/22/94	Varita Woods	Asheville High School	Ashville City	NC		704-255-5352
/23/94	Cathy Putnum					919-821-1154
/23/94	Martha Cranfield	Forsyth County	Winston Salem	NC		910-727-8403
/24/94	Barbara Sherrick					910-741-0960
/28/94	Anne Crabbe					
/28/94	Debbi Miller		Honolulu	HI		808-734-9140
/28/94	Dr. Gary Robertson	Holidaysburg				814-695-4416
/28/94	Lillian Daughtery	VA Tech	Blacksburg	VA	24061-0254	703-231-8207
/28/94	Ms. Ables	Gaston County Schools				
/28/94	Ralph Robertson					
/1/94	Bill Gutshaw			MO		816-359-3948
/3/94	Babara Kossler	School	New York City			718-297-6580
/3/94	Carol Maloney					777-2637 ext. 233
/3/94	Cher/l	Office				
/3/94	Gerald Pumphrey					919-733-7051
/3/94	Magaret Leak	School				997-9812
/7/94	Barbara McKay					704-374-3646
/16/94	Barbara McKay					704-374-3646
/17/94	Martha Webb					
/21/94	Wendy McColskey					1-800-755-3277
/24/94	Carol Lincoln	MDC				813-945-2742
/24/94	Jenny Earnhardt	Schools	Salisbury	NC		704-637-0760 ext 277
/24/94	Kitty Styons		Plymouth	NC	27962	919-793-3589
/25/94	Ontra Reddick	Board of Education	Williamston	NC	27892	792-1575
/28/94	Bill Coon	Sumter High School	Sumter	SC	29154	481-4480
/28/94	Martha Cranfield					910-727-8403
/28/94	Sarah Rubin	MDC Chapel Hill				919-968-4531
/29/94	Carol Linkon					
/23/94	Bill Joy	Alamance County Schools	Graham	NC	27253	910-570-6663
/23/94	Pam	Central Office				
/23/94	Pam Finney					
/24/94	Judy Paxtor					

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

hone Database

ATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
/26/94	Janet Knox					919-792-5440
/6/94	Barbara Hayworth					
/6/94	Debra Crandal					
/6/94	Sarah Rubin	MDC				919-968-4531
/7/94	Barbara Hayworth					997-9812
/7/94	Debra Crandal					
/7/94	Sarah Rubin	MDC				
/7/94	Sarah Rubin	MDC				919-968-4531
/8/94	Barbara Hayworth					
/8/94	Rhonda Currier	LT Governors Office				
/17/94	Gerald Pumphrey					
/21/94	Gerald Pumphrey					
/22/94	Delinda Cannon	College				803-354-2021
/28/94	Judy Vitale	CORD				817-772-8752
/30/94	Teresa Gibbon	Office	Raleigh	NC		919-733-5085
7/6/94	Alicia Keyser	Community College	Charlottesville	VA	22902	
7/11/94	Mayne Collins	RCC				ext. 7100
7/11/94	Mike Brown	RSHS				895-1026
7/11/94	Ms Annette Watson		Raleigh	NC		919-850 1880
7/14/94	John Kondis	Chamber of Commerce	Durham	NC	27702	919-682-2133
7/14/94	Windy McColskey	SERVE				800-755-3277
7/15/94	Mandy	Mega Force	Rockingham	NC	28379	895-0510
7/15/94	Pat Cygnar	College	Ann Arbor	MI	48106	313-973-3706
7/18/94	Mary Byrski	Educational Consortium				301-934-0742
7/19/94	Bob Marshall					895-4100
/19/94	Martha Webb	RCS	Hamlet	NC	28345	582-5860
/19/94	Ok-Kyun Chung	NCRVE				800-762-4093
/22/94	Debbie Goldberg	Washington Post				215-667 0936
/22/94	Dr. June Harris	Education and Labor				202-225-4510
/22/94	Mary Poulin	Facilitators Project	Andover	MA	1810	508-470-1080
/25/94	Sandy Babb					919/715/3300
/25/94	Susan Eaves	L.J. Bell				997-9834

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

Phone Database

DATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
7/25/94	Wilbur Smith	Robeson County Schools				910/671/6000
7/26/94	Dr. Jim Hethcox	College	Deatsville	AL	36022	205-285-5177
7/26/94	James Wingate	Colleges				919-733-7051
7/26/94	Martha Webb	RCS Central Office				582-5860
7/27/94	Lynn Coats	NC DPI				919-715-1620
7/27/94	Sandy Babb					919-715-3300
7/29/94	Bob Perkins	Radio Shack				997-4343
7/29/94	Hazel	Business Office				
8/1/94	Dr. Jerri Batchelor		Raleigh	NC	27605	919-733-4088
8/3/94	Bob Marshall					895-4100
8/3/94	Joe Grimsley	RCC				7099
8/3/94	Teresa Stewart	RCS				
8/4/94	Barbara McKay	WBTV	Charlotte	NC		704-374-3646
8/4/94	Glenda Smith	RCS				582-5860
8/8/94	Emily Freeland	Schools	Charlotte	NC		704-343-6200
8/8/94	June Atkinson					919-715-1620
8/8/94	Pam Hinson	RCS				582-5860
8/9/94	Sarah Hamilton		Rockingham	NC		895-6994
8/10/94	Betty Shackelford	Community College	Fayetteville	NC		910-678-8370
8/10/94	Clive Hall	Northwest College	Kitimat BC	Canada	V8C2N2	604-632-4766
8/10/94	Jimmy Blair	Burlington	Rockingham	NC		910-997-5001
8/10/94	Mollie	Etheridge's Office	Raleigh	NC		919-715-1277
8/10/94	Shirley Holloway	Camosun College	Victoria BC	Canada		604-370-3819
8/10/94	Sue	and Industry	Raleigh	NC		919-828-0758
8/11/94	Barri Brown	David Crippens Office				213-953-5280
8/11/94	Christine Patrick	Richmond Sr. High	R'ham	NC		997-9812
8/11/94	Raymond Liles	Rutherford County				
8/16/94	Al Phillips	College				910-642-7141
8/16/94	Betty Duvall	US Dept of Education				202-205-9261
8/16/94	John Deese	Robeson County Schools				
8/16/94	Martha King	School System	Chesterfield	SC		
8/16/94	Teresa Stewart	RCS				582-5860

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

hone Database

ATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
/18/94	Damaris Moore	NCRVE				800-762-4093
/22/94	Lynn Moody	Vance County				919-492-6041
/22/94	Macey McRae	Columbus County Schools				910-642-5168
/22/94	Nancy Napier	RCS				
/24/94	Charlotte Jones					
/24/94	June Atkinson					
0/12/94	Diane Honeycutt	RCC				7055
0/12/94	Judy Paxton	RCS				997-9854
0/12/94	Margaret Gayle					919-783-6152
0/18/94	Barri Brown	David Crippens office				
0/18/94	Bernice	J.W. Eades office				
0/18/94	Bob Sickles	Publishers				914-833-0551
0/18/94	Coy Hudson	Catawba Valley CC				
0/18/94	Steve Athans					
0/19/94	David Adeimy					
0/19/94	Martha Lilly	Craven County				
0/19/94	Nancy Napier					
0/20/94	Diane Honeycutt	RCC				
0/20/94	Dr. Luther Otto		Raleigh	NC	27612	919-515-3180
0/21/94	Gerald Pumphrey	DCC	Raleigh	NC		919-733-7051
0/24/94	Gerald Pumphrey	DCC				919-733-7051
0/24/94	Pam	Commerce				704-258-6126
0/26/94	Lynn Fain	Forsyth County Schools	Winston-Salem	NC		
0/26/94	Sheryl Nixon	Lincoln County Schools				704-732-4084
0/26/94	Susan	Dorsett Printers				
0/31/94	Irma Guevara	District	Rowland Heights	CA	91748	818-854-8304
0/31/94	Ms. Peters	Steven Bailey's office	Port Gibson	MS		601-437-8909
1/1/94	Diane Wall	NCSBA				919-715-4024
1/1/94	Myrtle Stogner					895-2179
1/1/94	Wendy McColskey					800-755-3277
1/4/94	Glenette Bagby	Richfield County School	Dalton	GA		
1/4/94	Lori					

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

Phone Database

DATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
11/8/94	Diane Honeycutt	RCC				
11/8/94	Maureen Maloney	NCRVE				510-643-6450
11/8/94	Pat Coltrane	Coletrane Signs	R'ham	NC		895-6025
11/14/94	Gerald Pumphrey	DCC				
11/14/94	Judy Vitale					
11/14/94	Martha Webb					
11/14/94	Teresa Stewart					
11/15/94	Debbie Robertson	Steeples`				
11/15/94	Georgia Jackson	RSHS				
11/15/94	Ginger Peterson	College				407-439-8238
11/15/94	John Garner	Chamber of Commerce				
11/15/94	Linda Hawkins	R'ham Jr. High School				997-9287
11/15/94	Wendy McColskey	SERVE				910-334-3211
11/16/94	Pam Hinson	RCS				582-5860
11/17/94	Diane Honeycutt	RCC				
11/22/94	Barbara DeLong		Las Cruces	NM		505-527-5889
11/22/94	Linda Love					919-715-1363
11/23/94	Barry Russell	College	Sylva	NC	28779	704-536-4091 x242
11/28/94	Jim Lanter	RSHS				
11/28/94	Maureen Wilson	Coastal Carolina CC				
11/28/94	Pam Finney					
12/5/94	Rosemary Pepper	College	Dearborn	MI	48124	313-845-6361
12/7/94	Gerald Pumphrey	DCC				
12/8/94	Betty Shackelford	Larry Norris's Office				910-678-8370
12/8/94	Jean Griffin	Wilkes Community College				910-372-5061
12/9/94	Phil Smoot					910-887-6057
12/9/94	Yvonne Jordan	University				
12/12/94	Gerald Pumphrey	DCC				919-733-7051
12/13/94	Gerald Pumphrey	DCC				919-733-7051
12/14/94	Martha Webb	RCS				582-5860
12/14/94	Teresa Stewart	RCS				582-5860
12/15/94	Chris	Stouffer Dallas Hotel				214-631-2222

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

hone Database

ATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
2/15/94	Pam Finney					
2/15/94	Teresa Stewart	RCS				582-5860
/3/95	Al Phillips					910-642-7141
/3/95	Diane Honeycutt	RCC				
/3/95	Judy Hamilton	College	Statesville	NC	28677	
/3/95	Paula Puckett	NCRVE				217-333-0807
/5/95	Jack Estes	East Carolina University				800-653-4189
/5/95	Jane Norwood					704-554-9894
/5/95	Stan Christensen	Northwest College	Powell	WY		
/5/95	Warner Shew	RCC				
/9/95	secretary					
/9/95	Martha Webb	RCS				
/9/95	Trent Strickland	RCS	Hamlet	NC		
/9/95	Trent Strickland	RCS	Hamlet	NC		582-5860
/10/95	Geraline Castle	Schools	Fayettville	NC		910-678-2416
/10/95	secretary					
/10/95	Pam Hinson	RCS	Hamlet	NC		582-5860
/11/95	Carol Maloney					
/11/95	Hamlet Post Office		Hamlet	NC		
/11/95	Linda Love		Raleigh	NC		
/11/95	Martha Webb	RCS	Hamlet	NC		582-5860
/13/95	Betty Shackleford	Larry Norris's Office				910-678-8370
/13/95	Betty Shackleford	Dr. Norris's office				910-678-8370
/13/95	Delores Turville		Portland	Oregon		
/13/95	Macey McRae					910-763-1504
/13/95	Macey McRae					910-763-1584
/13/95	Tamara Greely	NCRVE				800-352-6001
/14/95	Gerald Pumphrey	DCC	Raleigh	NC		
/16/95	Irene Schetner	Congress Hefner's Office				202-225-3715
/17/95	Jackie Goetter	Partners in Education	Decatur	IL		
/18/95	Dennis Clune	US Basics	Alexandria	VA	22314	800-486-0646
/18/95	Diane Honeycutt	RCC	Hamlet	NC		

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

Phone Database

DATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
1/19/95	Caterina	CORD				817-772-8756
1/19/95	Damaris Moore	Urban Schools Network				800-762-4093
1/19/95	Janice`	RCC				7050
1/19/95	John Thomas	RCC	Hamlet	NC		
1/19/95	Martha Webb	RCS	Hamlet	NC		
1/19/95	Pam Hinson	RCS	Hamlet	NC		582-5860
1/19/95	Phil Smoot					
1/19/95	Sandy	College of Technology		MT		406-243-7815
1/19/95	Zinn Gorgy	Auburn Career				800-544-9750
1/24/95	Cheryl	Richmond Printers				582-4609
1/24/95	Glenda Samples	West Publishing				800-338-9932
1/24/95	MDS					
1/24/95	Yvonne Jordan	RCS				582-5860
1/25/95	Dot Roark	Career Ware	Shelby	NC		704-487-4583
1/25/95	Pam Finney		Greensboro	NC		
1/25/95	Pam Hinson	RCS	Hamlet	NC		582-5860
1/26/95	Dennis Clune	US Basics				800-486-0646
1/26/95	Pam Hinson	RCS	Hamlet	NC		582-5860
1/30/95	Charlie Glazener					Fax # 704-251-0926
1/30/95	Demaris	Urban Schools Network				800-762-4093
2/1/95	Cheryl	Richmond Printers				
2/1/95	Pam Finney		Greensboro	NC		
2/2/95	Pam Finney		Greensboro	NC		
2/8/95	Ann Martin	RSH	Rockingham	NC		
2/8/95	Cheryl	Richmond Printers	Hamlet	NC		
2/8/95	Pam Hinson	RCS	Hamlet	NC		582-5860
2/10/95	Debbye Garrison		Decatur	AL		
2/13/95	Maureen Wilson	Dr. Timm's Office (CCC)	Jacksonville	NC		910/938/6233
2/13/95	Trent Strickland	RCS	Hamlet	NC		582-5860
2/14/95	Mark	Dorsett Printers	Rockingham	NC		997-5577
2/14/95	Nancy Gupton	CORD	Waco	TX		800-972-2766
2/16/95	Joe Ivannatti	Hancock County Schools	New Cumberland	WV		304-564-3337

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER ACTIVITIES

hone Database

ATE	CALLER	INSTITUTION	CITY	STATE	ZIP	PHONE
/20/95	Diane Johnson	Bob Etheridge's Office	Raleigh	NC		919-715-1292
/20/95	Hazel Britt	RCC	Hamlet	NC		
/20/95	Jim Bleyer	SERVE (FL)		FL		904-671-6079
/20/95	Linda Walters	Robeson County Schools	Lumberton	NC		800-682-4126 ext 336
/21/95	Diane Johnson	Roger Jackson's office	Raleigh	NC		
/22/95	Diane Honeycutt	RCC	Hamlet	NC		
/24/95	Robert Taylor	MI State Department		MI		517-335-0359
/28/95	Gaynell Bunton	Foundation	Charlotte	NC		704-283-3712 or 3713
/1/95	Mary Cross	Teachers	Washington	DC		202-879-4452
/2/95	Barbara Horstmann	Central Piedmont CC	Charlotte	NC		704-342-6392
3/2/95	Cathy Gibson					
3/3/95	Linda Carter	Education		WY		307-682-6372
3/3/95	Michelle Funk	Brodmoore Center	Overland Park	KS	66204	913-967-7600
3/3/95	Nancy Agnew	Regional Planning	Chapel Hill	NC	27516	919-929-6670
3/6/95	Cathy Gibson	RCS	Hamlet	NC		582-5860
3/7/95	June Harrison	Iowa Facilitator Project				
3/8/95	Kathy Bishop	District	Santa Clarita	CA	91350	805-259-0033 ext 225
3/9/95	Rose Ann Cochran	Education Office	Honolulu	HI		808-591-1888
3/13/95	Paul Parnell	Skagit Valley College	Mt. Vernon	WA	98273	360-428-1180
3/14/95	Pat Coletrane	Coletrane Signs				
3/16/95	Linda Carter	Wyoming	Cheyenne	WY		307-777-6252

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ICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE - NC TECH PREP LEADERSHIP DEVELOPMENT CENTER

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n-Site Visits 1/1/93 - 6/30/95

ATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/14/93	Dona	Gant	Teacher	Charlotte High School	1250 Cooper St.	Punta Gorda	FL
/14/93	Denise	Jordan	Teacher	Charlotte High School	1250 Cooper St.	Punta Gorda	FL
/14/93	Debbie	Marsh	Vocational Department Head	Charlotte High School	1250 Cooper St.	Punta Gorda	FL
/14/93	Nancy	Silvia	Teacher-Biology	Charlotte High School	1250 Cooper St.	Punta Gorda	FL
/14/93	Larry	Baysden	Principal	Pender High	Rt. 2 Box 1259	Burgaw	NC
/14/93	Arnold	Caison		Pender High School	5325 NC 53	Burgaw	NC
/14/93	Scott	Harriman	HR Manager	Chloride Systems	126 Chloride Rd.	Burgaw	NC
/14/93	L. J.	Poore	Principal	Pender Co. Schools	Rt. 2 Box 1259	Burgaw	NC
/14/93	Preston	Wells	Vocational Director	Pender County Schools	P.O. Box 1239	Burgaw	NC
/14/93	Sandra	Taylor		Topsail High	Hwy 17 N.	Hampstead	NC
/14/93	Dexter	Stell	Representative	EE Braswell Co., Inc.	4910 Departure Dr.	Raleigh	NC
/14/93	Bruce	Duncan	Plant Manager	Sara Lee Hosiery	P.O. box 969	Rockingham	NC
/14/93	Jim	Nunn	Asst. Dean of Instruction	Cape Fear Community College	411 N. Front St.	Wilmington	NC
/14/93	Jean	Piner	Instructor President Faculty	Cape Fear Community College	411 N. Front St.	Wilmington	NC
/14/93	Clarence	Smith	Pender Campus Director	Cape Fear Community College	411 N. Front Street	Wilmington	NC
/14/93	Alice	MuMaw	VP Instruction and Student Development	Cape Fear Community College	411 N. Front St.	Wilminton	NC
/14/93	Sally	Hutslar	Institutional Research	Forsyth Technical Community College	2100 Silas Creek Parkway	Winston-Salem	NC
14/93	Jean	Hodges	Teacher	Rohanen Jr. High	School Street	Rockingham	NC
14/93	Jim	Crook	Executive Vice President	ACTV Interactive	1270 Ave. of Americas	New York	NY

n-Site Vi On-Site Visits 1/1/93 - 6/30/95

ATE	DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/14/93	1/14/93	Larry	McClure	Director of Education & Work Program	NW Regional Educational Lab	101 SW Second, Suite 500	Portland	OR
/14/93	1/14/93	Tom	Owens	Sr. Res. Assoc.	NNREL	101 SW Main St., Suite 500	Portland	OR
/14/93	1/14/93	Wynn	Betchman	English Teacher	Sumter High School	2580 McCray's Mill Rd.	Sumter	Sc
/14/93	1/14/93	Bonnie	Disney	Teacher	Sumter High School	2580 McCray's Mill Rd.	Sumter	SC
/14/93	1/14/93	Debra	Fisher	Teacher-Science	Sumter High School	McCray's Mill Rd.	Sumter	SC
/14/93	1/14/93	Ann	Johnson	Teacher	Sumter High School	McCray's Mill Rd.	Sumter	SC
/14/93	1/14/93	Inger	Walker	Teacher	Sumter High School	2580 McCray's Mill Rd.	Sumter	SC
/14/93	1/14/93	Beth	White	Teacher	Sumter High School	McCray's Mill Rd.	Sumter	SC
/14/93	1/14/93	Doris	Gardner	Business Teacher	Turner Ashby High School	800 N. Main St,	Bridgewater	VA
/14/93	1/14/93	Sharon	Menefee	Marketing Education	Turner Ashby High School	800 N. Main St.	Bridgewater	VA
/14/93	1/14/93	Jerry	Ridgeway	Teacher	Turner Ashby High School	800 N. Main St.	Bridgewater	VA
/14/93	1/14/93	Martin	Auville	General Supervisor	Rockingham Co. Public Schools	404 S. Main ST	Harrisonburg	VA
/14/93	1/14/93	Jimmie	Tickie	Principal	Massanutten Technical Center	325 Pleasant Valley Rd.	Harrisonburg	VA
/14/93	1/14/93	Judy	West	Counselor	Massanutten Technical Center	325 Pleasant Valley Rd.	Harrisonburg	VA
/14/93	1/14/93	Dee	Grimin	Engineering Dept. Head	Turner Ashby High School	800 N. Main ST.	Bridgewater	VA
/14/93	1/14/93	Buck	Evans	Supervisor	Superintendent of Public Instruction	OSPI Old Capitol Blvd., P.O. Box 47200	Olympia	WA
/14/93	1/14/93	Ray	Harry	State Coordinator	State Board for Community and Technical Colle	319 E. 7th Ave.	Olympia	WA
/14/93	1/14/93	Cathy	Mahoney	Intinerant School Counselor	Belington Middle School	Box 343	Belington	WV
14/93	1/14/93	Connie	Rush	School Counselor	Clay-Battle High	Drawer	Blacksville	Wv
14/93	1/14/93	Debra	Hudson	High School Counselor	Buckhannon-Upshur High School	50 B-u Drive	Buckhannon	WV

n-Site Visits 1/1/93 - 6/30/95

ATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/14/93	Sue	Miller	Sr. Counselor	Lincoln High Schools	Rt. 1 Box 300	Shinnston	WV
/14/93	Mary Ann	Merrifield	Counselor	Taylor Co. Middle	Rt. 2 Box 148A	Trafton	WV
/14/93	Diane	Byrer	Counselor	Doddridge County Middle school	Rt. 2	West Union	WV
/14/93	Nancy	Alfred		Lewis Co. High School RESA VII	Court St.	Weston	WV
/14/93	Gennette	Casto	Counselor	Robert Bland Middle School	250 Court Avenue	Weston	WV
/14/93	Patricia	Goodwin	Counselor	Lewis County High School	Court Avenue	Weston	WV
/14/93	Ramona	Marteney	Counselor	Lewis County High School	Court Avenue	Weston	WV
/18/93	Pat	Biles	Assoc. Vice Chancellor	Louisiana State University	One University Place	Shreveport	LA
/18/93	Lynne	Fitzgerald	Principal	C.E. Byrd	3201 Line Ave.	Shreveport	LA
/18/93	Gayle	Flowers	Principal	Caddo Career Center	5950 Union Ave.	Shreveport	LA
/18/93	Sandy	Neeson	Vocational Career Counselor	Caddo Parish Schools	1961 Midway	Shreveport	LA
/18/93	Jean	Ware	Asst. Principal	Fair Park High School	3222 Greenwood Road	Shreveport	LA
/18/93	Trish	Brasile	Tech Prep Specialist	Catonsville Community College	800 S. Rolling Rd.	Catonsville	MD
/18/93	Lisa	Hull	Home Economics Teacher	West Lauderdale High School	Rt. 3 Box 525	Collinsville	MS
/18/93	Lindsay	Keene	Vocational Director	Lauderdale County Schools	P.O. Box 5498	Merdian	MS
/18/93	Betty	Skinner	Child Care Teacher	West Lauderdale High School	Rt. 3 Box 525	Collinsville	MS
/18/93	Lucy	Keene	Counselor	Southeast Lauderdale High School	Rt. 7 Box 477	Merdian	MS
/18/93	Kathy	Luke	Teacher, Cooperative Education	Northeast Lauderdale	Rt. 8 Box 75	Merdian	MS
/18/93	Judy	Rutledge	Home Economics Teacher	Northeast High School	Rt. 8 Box 75	Merdian	MS
/18/93	Johnnie	Alexander	Teacher	Meridian Community College	910 Hwy 19 N.	Meridian	MS

On-Site Visits 1/1/93 - 6/30/95

DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
2/18/93	Ramona	Balaski	High School English Teacher	Lauderdale County Schools		Meridian	MS
2/18/93	Susan	Bass	Teacher	Northeast Lauderdale High School	Rt. 8 Box 75	Meridian	MS
2/18/93	Rita	Bonner	Math Teacher	Meridian High School		Meridian	MS
2/18/93	James	Carlisle	Counselor	Meridian Community College	910 Hwy 19 N.	Meridian	MS
2/18/93	Mary	Carlisle	Math Teacher	Meridian High School		Meridian	MS
2/18/93	Joe	Chambers	Vocational Counselor	Ross Collins Vocational Center	2640 24TH aVE.	mERIDIAN	ms
2/18/93	Debbie	Coker	High School Math Teacher	Southeast Lauderdale High School	Rt. 7 Box 477	Meridian	MS
2/18/93	Larry	Cook	Electronics Teacher	Ross Collins Vocational Center	2640 24th Ave.	Meridian	MS
2/18/93	Jim	Crawford	Chemistry Teacher	Meridian High School	2320 32nd Street	Meridian	Ms
2/18/93	Susan	Cumberland	Diversified Occupations	Ross Collins Vocational Center	2640 24th Ave.	Meridian	MS
2/18/93	Ray	Davis	Math Instructor	Meridian Community College	910 Hwy 19 N.	Meridian	MS
2/18/93	Charles	Eason	Principal	Clarkdale Attendance Center	7000 Hwy 45 S	Meridian	MS
2/18/93	Virginia	Etheridge	English Teacher	Southeast Lauderdale	Rt. 7 Box 477	Meridian	MS
2/18/93	Regena	Ford	Special Programs	Lauderdale County	P.O. box 5498	Meridian	MS
2/18/93	Dietmar	Goetz	Electronics Instructor	Meridian Community College	910 Hwy 19 N.	Meridian	MS
2/18/93	Shirley	Goodman	Dean, Occupational Ed	Meridian Community College	910 Hwy 19 N	Meridian	MS
2/18/93	Barbara	Goodwin	English Teacher	Merdian High School	32nd Street	Meridian	MS
2/18/93	Joann	Herrington	Teacher	Lauderdale County Schools	Rt. 1 Box 417	Meridian	MS
2/18/93	Sharon	LeJeune	High School Science Teacher	Meridian High School	2320 32nd Ave.	Meridian	MS
2/18/93		McAlister	Asst. Vocational Technical Director	Meridian Community College	910 Hwy 19 North	Meridian	MS

n-Site Visits 1/1/93 - 6/30/95

ATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/18/93	Dianne	Nelson	Teacher	Meridian High School	2320-32nd Street	Meridian	MS
/18/93	Carol	Owen	Administrative Librarian	Meridian High School	2320 32nd Street	Meridian	MS
/18/93	Dorothy	Phillies	School Counselor	Lauderdale Co. Schools	Rt. 8 Bos 75	Meridian	MS
/18/93	Joseph	Sargent	Counselor	Meridian High School		Meridian	MS
/18/93	Cheri	Sorey	Marketing Instructor	Meridian Community College	910 Hwy 19, NOrth	Meridian	MS
/18/93	Jaqueline	Stephens	Asst. Principal	Lauderdale County Schools	Rt. 7 Box 477	Meridian	MS
/18/93		Tillson	Instructor	Meridian Community College	910 Hwy 19 N.	Meridian	MS
/18/93	Arthurine	Vaughn	Math Teacher	Meridian High School	2320 32nd Street	Meridian	MS
/18/93	Diane	Walton	Tech Prep Coordinator	Meridian Community College	910 Hwy 19 N.	Meridian	MS
/18/93	Gloria	Williams		Kate Griffin	1428 Davis Street	Meridian	MS
/18/93	Robin	Williams	Teacher	Ross Collings Vocational Center	2640 24th Ave	Meridian	MS
/18/93	Roger	Wright	Principal	Northeast High School	Rt. 8 Box 75	Meridian	MS
/18/93	Alberta	Mosely	Vocational Counselor	Ross Collins Vocational Center	2640 24th Ave.	Meridian	MS
/18/93	Archie	Scarbough	Vocational Director	Ross Collins Vocational Center	2640 24th Ave.	Meridian	MS
/18/93	Dawn	Neathery	Counselor	East Union Middle School	P.O. Box 666	Marshville	NC
/18/93	Joan	Smith	Home Economics	Sun Valley High School	5211 Ol dCharlotte Hwy.	Monroe	NC
/18/93	Roy	Bush	Electronics Instructor	Franklinton High School	P.O. Box 520	Franklinton	NC
/18/93	Evelyn	Crudup	Teacher	Franklinton High School	P.O. Box 520	Franklinton	NC
/18/93	Aubrey	Gay	Teacher	Franklinton High School	P.O. Box 520	Franklinton	NC
/18/93	Marvin	Green	IEC	Franklinton High School	P.O. Box 520	Franklinton	NC

On-Site Visits 1/1/93 - 6/30/95

DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
2/18/93	Gloria	Kearney	Teacher	Franklinton High School	P.O. Box 520	Franklinton	NC
2/18/93	Nina	Marshall	Home Economics Teacher	Franklinton High School	N. Main St.	Franklinton	NC
2/18/93	Peggy	McGhee	Superintendent	Franklinton City Schools	P.O. Box 430	Franklinton	NC
2/18/93	Fannie	Wilder	Drector of Special Programs	Franklinton City Schools	1 N. Main St.	Franklinton	NC
2/18/93	Yarbro	Williams	Teacher	Franklinton High School	P.O. Box 520	Frnklinton	NC
2/18/93	Pamela	Finney	Education Evaluator	SERVE	UNCG	Greensboro	NC
2/18/93	Wendy	McColskey		SERVE	P.O. Box 5367	Greensboro	NC
2/18/93	Jewell	Price	Counselor	Hamlet Jr. High	1406 McDonald Ave.	Hamlet	NC
2/18/93	Suzanne	Caudle	Biology Teacher	Ragsdale High School	602 High Point Rd.	Jamestown	NC
2/18/93	Dot	Freeman	Teacher	Ragsdale High School	602 High Point Rd.	Jamestown	NC
2/18/93	Ruth Ann	Horner	Teacher	Ragsdale High School	602 High Point Rd.	Jamestown	NC
2/18/93	Bruce	Kenan	Math Teacher	Ragsdale High School	602 High Point Rd.	Jamestown	NC
2/18/93	Laurel	Purvis	Media Coordinator	Ragsdale High School	602 High Point Rd.	Jamestown	NC
2/18/93	Ann	Tippett	Social Studies Teacher	Ragsdale high School	602 High Point Rd.	Jamestown	NC
2/18/93	Gerald	Hargett	Career Exploration Teacher	East Union Middle School	P.O. Box 666	Marshville	NC
2/18/93	Monte	High	ICT Teacher	Forest Hills High School	P.O. Box 648	Marshville	NC
2/18/93	Brenda	Lee	English Teacher	Forest Hills High School	P.O. Box 648	Marshville	NC
2/18/93	J. H.	McAfee	Principal	East Union Middle School	P.O. Box 666	Marshville	NC
2/18/93	Shirley	Tuttle	Counselor	Sun Valley High School	4908 Wesley Chapel Rd.	Matthews	NC
2/18/93	Patty	Baucom	Teacher	Parkwood High School	3220 Parkwood School RD.	Monroe	NC

On-Site Visits 1/1/93 - 6/30/95

DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
2/18/93	Louise	Black	Teacher	Piedmont High School	1619 Piedmont School Rd.	Monroe	NC
2/18/93	Sue	Channell	Teacher	Parkwood High School	4220 Parkwood School Rd.	Monroe	NC
2/18/93	Jo	Conway	Teacher	Sun Valley High School	5211 Old Charlotte Hwy.	Monroe	NC
2/18/93	Paula	Crabill	School Counselor	Parkwood Middle	3219 Parkwood School Rd.	Monroe	NC
2/18/93	L. J.	Gann	Vocational Education Committee	Union County Schools		Monroe	NC
2/18/93	Stephanie	Guy	Asst. Principal	Parkwood Middle School	3219 Parkwood School Rd.	Monroe	NC
2/18/93	Linda	Howell	Counselor	ASCC	201 N. Main St.	Monroe	NC
2/18/93		Kunkleman	Guideance Counselor	Piedmont Middle School	2816 Sikes Mill Rd.	Monroe	NC
2/18/93	Rebecca	Manning	Counselor	Parkwood High School	3220 Parkwood School Rd.	Monroe	NC
2/18/93	Dale	Owens	Career Teacher	Parkwood Middle School	3219 Parkwood School Rd.	Monroe	NC
2/18/93	Charles	Perry	Vocational Education Specialist	Union County Schools	500 N. Main St., Suite 700	Monroe	NC
2/18/93	Sarah	Samuels	Teacher	Monroe High School	1 High School Drive	Monroe	NC
2/18/93	Alice	Surratt	English Teacher	Monroe High School		Monroe	NC
2/18/93	Gina	Whitt	Teacher	Monroe Middle School	601 Sunset Drive	Monroe	NC
2/18/93	Linda	Locklear	Teacher	Richmond Sr. high		Rockingham	NC
2/18/93	Joe	Mitchell	Math Teacher	Richmond Sr. High	U.S. Hwy 1 North	Rockingham	NC
2/18/93	Vivian	Newsom	Teacher	Richmond Senior High School		Rockingham	NC
2/18/93	Cherrie	Suggs	Data Manager	Richmond Sr. High	US Hwy 1 North	Rockingham	NC
2/18/93	Walter	Bullock	Science Department Head	Dover High School	Durham Rd.	Dover	NH
2/18/93	Murray	Ingraham	Curriculum Coordinator	Dover High School	Alumni Rd.	Dover	NH

On-Site Visits 1/1/93 - 6/30/95

DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
2/18/93		Latchaw	Vocational Director	Dover High School		Dover	NH
2/18/93	Francis	McNally	Asst. Principal	Dover High School	Alumni Drive	Dover	NH
2/18/93	Nancy	Culberton	Basic Education Teacher	John I. Burton High School	109 11th St.	Norton	VA
2/18/93	Ouis	Collier	Tech Prep Coordinator		Drawer 700	Big Stone Gap	VA
2/18/93	Michael	Cook	Director of Respiratory Care	Mountain Empire Community College	Drawer 700	Big Stone Gap	VA
2/18/93	Roy D.	Powens		Mountain Empire Community College	Drawer 700	Big Stone Gap	VA
2/18/93	Dorothy	Bishop	English Instructor	Lee High School	Rt. 2 Box 740	Jonesville	VA
2/18/93	Cindy	Laws	Teacher	Lee High School	Rt. 2 Box 740	Jonesville	VA
2/18/93	Susan	Waver	Guidance Counselor	Twin Springs HighSchool	Rt. 1 Box 114	Nickelsville	VA
2/18/93	Lisa	Dzuin	English Instructor	John I. Burton High School	109 11th ST.	Norton	VA
2/18/93	William	Thomas, III	Asst. Principal	Wise Co. Vocational Tech Center	P.O. Box 1218	Wise	VA
2/18/93	Kenneth	Davidson	Director	Fred Eberle Technical Center	Rt. 5 Box 2	Buckhannon	WV
2/18/93	Rob	Miller	Coordinator	Feed Eberle Technical Center	Rt. 5 Box 2	Buckhannon	WV
2/18/93	Janice	Qualey	TEch Prep Coordinator	Harrison Co.		Clarksburg	WV
2/18/93	R.	Stemple	Asst. Superintendent	Harrison Co. Board of Education	P.O.Box 1370	Clarksburg	WV
2/18/93	Hershel	Facemyre	Asst. Principal	Poca Middle School	P.O. Box 660	Eleanor	WV
2/18/93	Ron	Peters	Principal	Putnam County Technical Center	P.O. Box 640	Eleanor	WV
2/18/93	Jeff	Wyner	Principal	G.W. Middle	P.O. Box 660	Eleanor	WV
2/18/93	Thomas	Dulaney	Adm. Asst. Adult Education	RESA VII	1000 Virginia Ave.	Fairmont	WV
2/18/93	John	Lynch	Tech Prep Coordinator	RESA VII	1000 Virginia Ave.	Fairmont	WV

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n-Site Visits 1/1/93 - 6/30/95

ATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/18/93	Connie	Meluzio	Project Coordinator	RESA VII	1000 Virginia Ave.	Fairmont	WV
/18/93	Russell	Ball	School Board Member	Taylor County Schools	306 Beech St.	Grafton	WV
/18/93	Greg	Cartwright	Principal	Grafton High School	Riverside Drive	Grafton	WV
/18/93	Betty	Morrison	Pres. Board of Education		Beech ST.	Grafton	WV
/18/93	Wendell	Teets	Superintendent	Taylor County Schools	306 Beech St.	Grafton	WV
/18/93	Bill	Whitescarver	Principal	Taylor County Middle	Rt. 2 Box 148 A	Grafton	WV
/18/93		Maillessinger	Principal	Hurrican Middle Schools	518 Midland Trail	Hurricane	WV
/18/93	Joyce	McCraken	Teacher	Hurricane high School	3350 Teays Valley Rd.	Hurricane	WV
/18/93	Russ	Umstead	JTPA & Special Programs Coordinator	Preston Education Center	215 Preston Drive	Kingwood	WV
/18/93	Robert	Yokum	Asst. Administrator	Preston Education Center	215 Preston Drive	Kingwood	WV
/18/93	Wilbert	Smith	Principal	Tygarts Valley High School	P.O. Box 132	Mill Creek	WV
/18/93	Thomas	Hart	Principal	Morganton High School	109 Wilson Ave.	Morganton	WV
/18/93	Cheryl	Hawkins	Bus. Education Instructor	Technical Education Center	1000 Mississippi Street	Morganton	WV
/18/93	Judith	Taylor	Recruiter	Monongalia County	1000 Mississippi St.	Morganton	WV
/18/93	William	Wilson	Principal	University High School	Price ST.	Morganton	Wv
/18/93	Bonnie	Block	Teacher	Oak Glen High School	RD #1	New Cumberlan	WV
/18/93	Judy	Comm	Teacher	Oak Glen High School	RD # 1	New Cumberlan	WV
/18/93	Kay	Hayward	Teacher	Oak Glen High School	RD #1	New Cumberlan	WV
/18/93		Iannetti	Horticulture Instructor	Hancock County	RD #2 Box 138A	New Cumberlan	WV
18/93		Kaser	Vocational Director	JD Rockerfeller Voc.-Tech Center	RD #2 Box 138A	New Cumberlan	WV

On-Site Visits 1/1/93 - 6/30/95

DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
2/18/93	Daniel	Malone	Teacher	Hancock Co. Board of Education	6th and Court	New Cumberlan	WV
2/18/93	Karen	Oyster	Teacher	Oak Glen High School	RD #1	New Cumberlan	WV
2/18/93	Thomas	Salvati	Principal	Oak Glen High School	RD # 1	New Cumberlan	WV
2/18/93	Ronald	Daugherty	Asst. Superintendent	Hancock County Schools	104 N. Court Street	New Cumberlan	WV
2/18/93	William	Phillips	Superintendent	Barbour County Schools	105 S. Railroad St.	Phillipi	WV
2/18/93	Charles	Zenus	Director	Barbour County Schools	Rt. 2 Box 6	Phillipi	WV
2/18/93	Joyce	Vessey	Asst. Principal	Poca High School	Rt. 1 Box 5B	Poca	WV
2/18/93	George	Kohelis	Principal	Weir High School	100 Red Rider Rd.	Weirton	WV
2/18/93	Harris	Mastromichalis	Teacher	Weir High School	REd Rider Road	Weirton	WV
2/18/93	Ed	Samoraj	Teacher	Weir High School	Red Rider Road	Weirton	WV
2/18/93	James	Russell	Asst. Principal	Doddridge Coutny High School	201 Stuart St.	West Union	WV
2/18/93	Marcella	Linger	Principal	Robert L. Bland Middle School	250 Court Ave.	Weston	WV
2/18/93	Lydia	McCue	Director	Putnam County Schools		Windield	WV
2/18/93	Jean	Allen	CEFP	Putnam County		Winfield	WV
2/18/93	Sharon	Crowell	CEFP Committee	Putnam County Board of Education		Winfield	WV
2/18/93	Earline	McKay	CEFP Committee	Putnam County		Winfield	WV
2/18/93	Jim	Mottesherar	Manager, Environmental Affairs	CEEP Committee	Putnam Co. Board of Education	Winfield	WV
2/18/93	Bob	Pennington	CEFP Committee/Parent	Putnam County Schools		Winfield	WV
2/18/93	Virgil	Rice	Principal	Winfield High	3022 Winfield Rd.	Winfield	WV
2/18/93	Arzie	Yoak	English Teacher	Putnam County Schools		Winfield	WV

n-Site Visits 1/1/93 - 6/30/95

ATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/18/93	Jeannie	Rounds	Dean Instruction	Yuba College	2088 No Beale Rd	Maryville	CA
/18/93	Sharon	Bray	Tech Prep Coordinator	Hernado County School	Varsity Dr.	Brooksville	FL
/18/93	Don	Brown	Director VACE	Hernando County Schools	919 N. Broad St.	Brooksville	FL
/18/93	Albert	Rashaw	Principal	Land O'Lakes High School	Gator Lane	Land O'Lakes	FL
3/18/93	Peggy	Green	Tech Prep Coordinator	District School Bd. of Pasco County	7227 Land O'Lakes Blvd.	Land O'Lakes	FL
/18/93	Anne	Johnson	Director VACE	Pasco County Schools	7227 Land O'Lakes Blvd.	Land O'Lakes	FL
/18/93	Camine	Bell	Tech Prep Coordinator	Pasco Hernando Community College	10230 Rigde Rd.	New Port Rickey	FL
3/18/93	Marion	Bullock	Director of Arts	Pasco Hernando Community College	10230 Ridge Rd.	New Port Rickey	FL
3/18/93	Elaine	Sullivan	High School Principal	Hernando High	200 East Kelly St.	Brooksville	FL
3/18/93	Marlene	Caplan	Asst. Superintendent	Dekalb County School System	3770 N. Decatur Rd.	Decatur	GA
3/18/93	Margaret	Gregory	Tech Prep Coordinator	Dekalb County Schools	3770 N. Decatur Rd.	Decatur	GA
3/18/93	Larry	Ladner	Director	Occ Ed Center	3303 Panthersville Rd.	Decatur	GA
3/18/93	Betty	McGinnis	Assistant Principal	Miller Grove Junior	2215 Miller Road	Decatur	GA
3/18/93	Dee	Taylor	Administrator	DeKalb County Schools	3770 N. Dacatur Rd.	Decatur	GA
3/18/93	Dottie	Toney	Head Counselor	DeKalb County Schools	3770 N. Decatur Rd.	Decatur	GA
3/18/93	Catherine	Turk	Instructional Coordinator	DeKalb County Schools	3770 N. Decatur Rd.	Decatur	GA
3/18/93	Bill	Edwards	Principal	Miller Grove Jr. High School	2215 Miller Rd.	Decatur	GA
/18/93	Percy	Mack	Principal	Redan High School	5247 Redan Rd	Stone Mountain	GA
3/18/93	Frances	Akercumbie	Assistant Principal	Redan High School	5247 Redan Road	Stove Mountain	ga
/18/93	Robert	Abell	Asst. Superintendent	Kenton Co. Schools	20 Kenton Lands	Erlanger	KY

On-Site Visits 1/1/93 - 6/30/95

DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
3/18/93	Jean	Ammon	Teacher Dept. Chairman	Simon Kenton High School	5545 Madison Pike	Independence	KY
3/18/93	E L	Keith	Teacher	Simon Kenton	5545 Madison Pike	Independence	KY
3/18/93	Niki	Locklear	Teacher Dept. Chairman	Simon Kenton High School	5545 Madison Pike	Independence	KY
3/18/93	Todd	Shupe	Math Dept. Chair	Simon Kenton High	5545 Madison Pike	Independence	KY
3/18/93	Micheal	Tolliner	Principal	Simon Kenton High School	5545 Madison Pike	Independence	KY
3/18/93	Diane	Gardner	School Counselor	Pamlico County High School	P.O. Box 699	Bayboro	NC
3/18/93	Betty	Gilgo	Vocational Teacher	Pamlico County High School	P.O. Box 699	Bayboro	NC
3/18/93	Nelson	Hall		Pamlico County Schools	P.O. Box 699	Bayboro	NC
3/18/93	Ann	Novak	Counselor	Pamlico Jr. High Schools	JH-1	Bayboro	NC
3/18/93	Beulah	Prescott	Vocational Director	Pamlico County Schools	507 Anderson Drive	Bayboro	NC
3/18/93	David	Williams	School Counselor	Pamlico County High School	P.O. Box 699	Bayboro	NC
3/18/93	Cherry	Davis	English Teacher	Pender High School	5380 Highway 53 West	Burgaw	NC
3/18/93	Roland	Dixon	Teacher	Pender High Schools	5380 Hwy. 53 West	Burgaw	NC
3/18/93	Linda	Highsmith	Counselor	Pender County Schools	5380 Hwy 53 West	Burgaw	NC
3/18/93	Dorothy	Person	Counselor	Pender High School	5380 Hwy 53 West	Burgaw	NC
3/18/93	Desiree'	Stover	Counselor	Pender High School	5380 Highway 53 West	Burgaw	NC
3/18/93	Joy	Bridges	Guidance Counselor	Ben L.Smith High School	2407 S. Holden Rd.	Greensboro	NC
3/18/93	Chris	Canipe	Caounselor	Ben L. Smith High School	2407 S. Holden Rd.	Greensboro	NC
3/18/93	Mal	Murray	Chairman, Math Dept.	Ben L. Smith High School	2407 South Holden Rd.	Greensboro	NC
3/18/93	Gayle	Nelson	Business Ed. Dept. Chair	Ben L. Smith High School	2407 S. Holden Rd	Greensboro	NC

On-Site Visits 1/1/93 - 6/30/95

DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/18/93	Roberta	Thompson	Teacher	Hamlet Jr. High	McDonald Ave,	Hamlet	NC
/18/93	Bonnie	Yarbrough	Teacher	Hamlet Jr. High	1406 McDonald Ave.	Hamlet	NC
/18/93	Lori	Hope	Counselor	Burgaw Middle Schools	Hwy 17	Hampstead	NC
/18/93	Sandra	Taylor	1 EC	Topsail High	Hwy 17 North	Hampstead	NC
/18/93	James	Anderson, Jr.	Assistant Principal	Ragsdale High School	602 high Point Rd.	Jamestown	NC
/18/93	Homer	Harden	Marketing Coordinator	Ragsdale High School	602 High Point Rd.	Jamestown	NC
/18/93	Nancy	Williford	Teacher	Ragsdale High School	602 High Point Rd.	Jamestown	NC
/18/93	Margaret	Anderson	Counselor	Northwest High School	Rt. 2 Box 274	Littleton	NC
/18/93	Bonnie	Killian	Marketing Education	Northwest Halifax	Rt. 2 Box 274	Littleton	NC
/18/93	Patricia	Meyer	Health Occupations	Halifax County Schools	Rt. 2 Box 274	Littleton	NC
/18/93	Patricia	Graham	Career Exploration Teacher	East Union Middle School	P.O. Box 666	Marshville	NC
/18/93	Patsy	Griffin	Home Economics Teacher	Forest Hills High School	P.O. Box 648	Marshville	NC
/18/93	Mary	McAfee	Dept. Chair	Forest Hills High School	P.O. Box 648	Marshville	NC
/18/93	Alice	Poplin	Math Teacher	Forest Hills High School	P.O. Box 648	Marshville	NC
/18/93	Chuck	Holdsworth	Teacher	Sun Valley Middle	1409 Wesley Chapel Rd.	Mattheys	NC
/18/93	Beverly	Adams	Business Teacher	Sun Valley High	5211 Old Charlotte Highway	Monroe	NC
/18/93	Sherry	Brantley	Teacher	Monroe High School	1 High School Drive	Monroe	NC
/18/93	Gerald	Broome	Assistant Principal	Sun Valley High School	Old Charlotte Highway	Monroe	NC
/18/93	Cheryl	Davis	Special Population Coordinator	Union County Career Center	600 Brewer Drive	Monroe	NC
/18/93	Kathy	Harris	Business Education Teacher	Monroe High School	1 High School Drive	Monroe	NC

n-Site Visits 1/1/93 - 6/30/95

ATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/18/93	Jerry	Honeycutt		Piedmont High Shcool	1619 Piedmont School Rd.	Monroe	NC
/18/93	Awen	Irwin	Science Teacher	Parkwood High School	3220 Parkwood School Rd.	Monroe	NC
/18/93	Johnny	Jacuria	ICT	Parkwood High School		Monroe	NC
/18/93	Laurie	Kushner	Counselor	Sun Valley High	5211 Old Charlotte Highway	Monroe	NC
/18/93	Stephanie	Liles	English Teacher	Parkwood High School	3220 Parkwood High School Rd.	Monroe	NC
/18/93	Libby	Morrison	Business Education Teacher	Sun Valley High School	5211 Old Charlotte Highway	Monroe	NC
/18/93	Joy	stevens	Math Teacher	Peidmont High School	1619 Piedmont School Rd.	Monroe	NC
/18/93	Georgianna Tool	Toole	Teacher - Food Production	Union County Career Center	600 Brewer Drive	Monroe	NC
/18/93	Jo	Walters	Teacher	Sun Valley High Schools	5211 Old Charlotte Highway	Monroe	NC
/18/93	Linwood	Ward	Vocational Director	Union County Schools	500 N. Main Street/Suite 700	Monroe	NC
/18/93	Anna	Whitley	Office Technology Teacher	Union County Career Center	600 Brewer Drive	Monroe	NC
/18/93	Connie	Bishop	Teacher	Richmond Senior High School	P.O. Box 1748	Rockingham	NC
/18/93	John	Liontas	Language Teacher	Richmond Senior High	P.O. Box 1748	Rockingham	NC
/18/93	Franklin	McQueen	Math Teacher	Richmond Senior High School	P.O. Box 1748	Rockingham	NC
/18/93	Troy	Thompson	Teacher	Richmond Senior High	P.O. Box 1748	Rockingham	NC
/18/93	Karin	Panker	Counselor	Penderlen Elementary	82 Penderlen School Road	Willard	NC
/18/93	Karen	Jones	Counselor	CFCC	411 N. Front Street	Wilmington	NC
/18/93	Charles	Miller	Allied Health	Cape Fear Community College	411 N. Front Street	Wilmington	NC
/18/93	Margo	Sellars	Special Populations Coordinator	Monroe High School	One High School Drive	Monroe	NC
/18/93	Donna	Sell	Teacher	Monroe High School	1 High School Drive	Monroe	NC

On-Site Visits 1/1/93 - 6/30/95

DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
3/18/93	James	Peak	Director of Instruction	Bedford County Schools		Bedford	VA
3/18/93	Pat	Sherman	Principal	Bedford Education Center	600 Edmund St.	Bedford	VA
3/18/93	Robert	Ashwell	High School Principal	Staunton River High School	1 Golden Eagle Drive	Moneta	VA
3/18/93	Gene	Kiser	Cooperative Ed Coorinator	South Branch Voc Center	401 Pierport St.	Petersburg	WV
3/18/93	Robert	Sisk	Director	South Branch Vocational Center	401 Pierport St.	Petersburg	WV
4/22/93	Carolyn	Picketson	Home Economic Program Specialist	Birmingham Public Schools	PO Box 4001	Birmingham	AL
4/22/93	Gerri	Singleton	Minority & Outreach Programs Director	Santa Fe Community College	3000 NW 83rd Street	Gainesville	FL
4/22/93	Patricia	Austin	Tech Prep Director	No. Shore Tech Prep	Ferncroft Road	Danvers	MA
4/22/93	Charlotte	Rahaim	Tech Prep Coordinator	Greenfield Community College	One College Drive	Greenfield	MA
4/22/93	Marie	Devlin	Tech Prep Director	Cape Cod Community College	Rt. 132	West Barnstable	MA
4/22/93	Jon	Anderson	Teacher	Denfield High School	44th Ave. W. and $th St.	Duluth	MN
4/22/93	Robert	Hendrickson	Instructor	Duluth Technical College	2101 Trinity Rd.	Duluth	MN
4/22/93	Sharon	Hexum	Teacher	Denfield High School	44th Ave. W & 4th St.	Duluth	MN
4/22/93	Bobbi	Hoyt	Childcare Career Teacher	Secondary Technical Center	1217 Rice Lake Rd.	Duluth	MN
4/22/93	Mary	Luhm	Teacher	Duluth East HighSchool	2900 E. 4th St.	Duluth	MN
4/22/93	Cheryl	Lyons	Learning Disabilities Teahcer	Denfeld High School	44th Ave. w and 4th St.	Duluth	MN
4/22/93	Lisa	Mitchell	Principal	ISD 709 Secondary Technical Center	1217 Rice Lake Rd.	Duluth	MN
4/22/93	Sandra	Thorsell	Guidance Counselor	Denfield High School	44th Ave. W. and 4th St.	Duluth	MN
4/22/93	Linda	Warner	parent	East High School	E. 4th St. and Hawthorne Rd.	Duluth	Mn
4/22/93	Dick	Warner	Principal	East High School	4th Street and Hawthorne Rd.	Duluth	MN

n-Site Visits 1/1/93 - 6/30/95

ATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/22/93	Brad	Williams	Instructo	ISD 709 DTC	2101 Trinity Rd.	Duluth	MN
/22/93	Ronny	Wilkerson	Superintendent	Benton County Schools	P.O. Box 247	Ashland	MS
/22/93	Erlend	Nichols	Superintendent	DeSoto County Schools	425 E. Commerce St.	Hernando	MS
/22/93	S.A.	Wright	Superintendent	Quitman County Schools	Drawer E	Markb	MS
/22/93	Bob	McCord	Superintendent	Oxford School District	224 Bramlett	Oxford	MS
/22/93	Marie	Heim	Admin	Mississippi Gulf Coast Community College	Perk Campus	Perkinston	MS
/22/93	James	Harris	Superintendent	North Panola Schools	P.O. Box 334	Sarois	MS
/22/93	Joe	Broadway	Dean	Northwest Community College	510 N. Panola	Senatobia	MS
/22/93	Jimmy	Carr	Civil Engineer Technical Instructor	Northwest MS Community College	P.O. Box 5324	Senatobia	MS
/22/93	Greg	Freeman	Superintendent	Tate County Schools	304A West Tate ST.	Senatobia	MS
/22/93	David	Haraway	President	Northwest Mississippi Community College	510 N. Panola St.	Senatobia	MS
/22/93	Jerry	Nicholson	Vocational/Technical Director	Northwest Community College	Hwy 51 North	Senatobia	MS
/22/93	Mike	Waldrop	Superintendent	Senatobia Municipal School District	304 West Tate St.	Senatobia	MS
/22/93	Petricia	Williams	Tech Prep Coordinator	Northwest Community College	NWCC/Drawer G	Senatobia	MS
/22/93	Jerry	Ginty	Superintendent of Education	Tunich County	P.O. Box 758	Tunich	MS
/22/93	Steve	Chambers	Asst Principal	Stone High School	400 East Border Avenue	Wiggins	MS
/22/93	Kathy	Dedeaux	Math Teacher	Stone High School	400 E Border Avenue	Wiggins	MS
/22/93	Susan	Lamey	Recruitment Officer	Mississippi Gulf Community College	PO Box 47	Perkinston	MS
/22/93	Carol	Lincoln	Senior Associate	MDC Inc	PO Box 2226	Chapel Hill	NC
'22/93	Colin	Austin		MDC Inc	PO Box 2226	Chapel Hill	NC

On-Site Visits 1/1/93 - 6/30/95

DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/22/93	Lisa	Jackson	Secretary, Central Office Tech Prep	Richmond County Schools	P.O. Drawer 1259	Hamlet	NC
4/22/93	Tammy	west	VOCATS Coordinator	Richmond County Schools	P.O. Drawer 1259	Hamlet	NC
4/22/93	Barbara	Geer	Lead Teacher/Secondary Music	East Forsythe High School	2500 W. Mountain St.	Kernersville	NC
4/22/93	Cara	Collins	Marketing Education Teacher	Forest Hills High School	P.O. Box 648	Marshville	NC
4/22/93	Shelia	Hale	Math Teacher	Forest Hills High School	P.O. Box 638	Marshville	NC
4/22/93	Beverly	Osborne	Math Teacher	Forest Hills High School	P.O. Box 648	Marshville	NC
4/22/93	Claudia	Seymour	Career Exploration	Sun Valley Middle School	1409 Wesley Chapel Rd.	Matthews	NC
4/22/93	Tim	Adams	Teacher	Piedmont High School	1619 Piedmont School Rd.	Monroe	NC
4/22/93	Doris	Adcock	Business Teacher	Sun Valley High School	5211 Old Charlotte Hwy.	Monroe	NC
4/22/93	Marcell	Aycoth	Teacher	Sun Valley High School	5211 Old Charlotte Hwy.	Monroe	Nc
4/22/93	Win	Baxer	Advisory Council Chairman	Sun Valley High School	5211 Old Charlotte Highway	Monroe	NC
4/22/93	Leslie	Carson	Teacher	Parkwood High School	3220 Parkwood School Rd.	Monroe	NC
4/22/93	Jon Van	de Riet	Math Teacher	Piedmont High School	1619 Piedmont School Rd.	Monroe	NC
4/22/93	Ken	Dye	C.E. Teacher	Monroe Middle School	601 Sunset Drive	Monroe	NC
4/22/93	Patricia	Faquin	Teacher	Union County Schools	500 N. Main St., Suite 700	Monroe	NC
4/22/93	Willie	Featherstone	County Extension Director	N.C. State University	500 N. Main St., Suite 700	Monroe	NC
4/22/93	Shery	Gast	Math/Science Teacher	Sun Valley High School	5211 Old Charlotte Hwy.	Monroe	NC
4/22/93	Teresa	Greene	Career Exploration Teacher	Parkwood Middle School	3219 Parkwood School Rd.	Monroe	NC
4/22/93	Raymond	Holman	Principal	Monroe Middle School	601 Sunset Drive	Monroe	NC
4/22/93	Denise	Huntley	Math Teacher	Parkwood High School	3220 Parkwood School	Monroe	NC

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DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/22/93	Tonya	Poplin	Teacher	Piedmont High School	1619 Piedmont High School Rd.	Monroe	NC
/22/93	Linda	Price	Teacher	Sun Valley High School	5211 Old Charlotte hwy.	Monroe	NC
/22/93	Claire	Singletary	Home Economics Teacher	Monroe High School	1 High School Drive	Monroe	NC
/22/93	Linda	Smith	Career Exploration Teacher	Piedmont Middle School	2816 Sikes Mill Rd.	Monroe	NC
/22/93	Mark	Underwood	Career Exploration Teacher	Piedmont Middle School	Sikes Mill Rd.	Monroe	NC
/22/93	Carolyn	Norton	Computer Teacher	Parkwood Middle School	3219 Parkwood School Rd.	Monroe	NC
/22/93	Dewitt	Spencer	Superintendent	Calhoun County Schools	P.O. Box 58	Pittsboro	NC
/22/93	Anne	Greene	English Teacher	Richmond Senior High	P.O. Box 1748	Rockingham	NC
/22/93	Raymond	Greene	Teacher	Richmond Senior High School	P.O. Box 1748	Rockingham	NC
/22/93	Barbara	Hayworth	Teacher	RSHS	PO Box 1748	Rockingham	NC
/22/93	William	Keaton	Teacher	Richmond Sr High	US Hwy 1	Rockingham	NC
/22/93	Margaret	Leak	Teacher	Richmond Senior High School	P.O. Box 1748	Rockingham	NC
/22/93	Jack	Moore	Military Science Instructor	Richmond Senior High	P.O. Box 1748	Rockingham	NC
/22/93	Marlita	Bell	Curriculum Coordinator	Reynolds High School	301 N. Hawthorne Rd.	Winston-Salem	NC
/22/93	Jim	Bovander	Program Manager	WS/FC Schools	3512 Miller Street	Winston-Salem	NC
/22/93	Bonnie	Cook	Curriculum Coordinator	Mt. Tabor High Schools	Petrie Rd.	Winston-Salem	NC
/22/93	Bob	Cox	Administrator	Winston-Salem/Forsythe County Schools	1605 Miller Street	Winston-Salem	NC
/22/93	Martha	Cranfill	Tech Prep Coordinator	Winston-Salem/Forsythe County Schools	P.O. Box 2513	Winston-Salem	NC
/22/93	Joy	Loggins	Teacher	North Forsythe High School	5705 Shattalon Drive	Winston-Salem	NC
/22/93	Betti	Longinotti	Lead Art Teacher/Secondary	Petree Middle School	P.O. Box 2513	Winston-Salem	NC

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DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
4/22/93	Beth	Lucas	Vocational Director	Winston-Salem/Forsythe Co. Schools	1605 Miller St.	Winston-Salem	NC
4/22/93	Judy	Peterson	Curriculum Coordinator	Carver High School	3545 Carver School Rd.	Winston-Salem	NC
4/22/93	Daniel	Piggot	Principal	Independence High School	1401 W. Clemmonsville Rd.	Winston-Salem	NC
4/22/93	Chuck	Warren	Vocational Teacher	Winston-Salem Career Center	1615 Miller ST.	Winston-Salem	NC
4/22/93	Barbara	White	Teacher	W-S/FC Career Center	1615 Miller Street	Winston-Salem	NC
4/22/93	Sarah	Rubin	Sr Associate	MDC Inc	PO Box 2226	Chapel Hill	NC
4/22/93	Patricia	holihan	Math Teacher	West Genesee High School		Camillas	NY
4/22/93	Norma	Tippett	Counselor	Cazenovia High School	31 Emory Ave.	Cazenovia	NY
4/22/93	Robert	Sheitz	Principal	Liverpool High School	4338 Wetzel Rd.	Liverpool	NY
4/22/93	Michael	Wolf	Secondary Math Teacher	Liverpool High School	Wetzel Rd.	Liverpool	NY
4/22/93	Carol	Cowles	Director	Onondaga Community College		Syracuse	NY
4/22/93	John	Dittman, Jr.	Teacher	Syracuse City Schools	258 E. Adam St.	Syracuse	NY
4/22/93	Betsy	Maynehan	Business Teacher	Onondaga Community College		Syracuse	NY
4/22/93	Paul	Rice	Dean-Business Mathematics	Onondaga Community College		Syracuse	NY
4/22/93	Harold	Thomas	Principal	OCM BOCES	310 Lakeside Rd.	Syracuse	NY
4/22/93	Lena	Kochian	Administrator	Henninger High School	600 Robinson St.	Syracuse	NY
4/22/93	William G	Hucks III	Welding Instructor	Aynor Conway Career Center	335 Four Mile Rd	Conay	SC
4/22/93	Winston	Barr	Principal	Aynor/Conway Career Center	3325 Four Mile Rd	Conway	SC
4/22/93	Margaret E	Davis	Teacher	Aynor/Conway Career Center	335 Four Mili Rd	Conway	SC
4/22/93	Randy	Elliott	Teacher	Aynor/Conway Career Center	335 Four Mile Road	Conway	SC

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DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/22/93	Martha	Gore	Teacher	Aynor/Conway Career Center	335 Four Mile Road	Conway	SC
/22/93	Joice	Grate	Teacher	Aynor/Conway Career Center	335 Four Mile Rd	Conway	SC
/22/93	William	Hucks	Instructor	Aynor/Conway Career Center	335 Four Mile Road	Conway	SC
/22/93	Ann	Hutson	Business Education Teacher	Aynor/Conway Career Center	335 Four Mile Rd	Conway	SC
/22/93	David	Knight	Electronics Instructor	Aynor/Conway Career Center	335 Four Mile Rd	Conway	SC
/22/93	Ann C	Long	Teacher	Aynor/Conway Career Center	335 Four Mile Road	Conway	SC
/22/93	Bryan	Myers	Teacher	Aynor/Conway Career Center	335 Four Mile Rd	Conway	SC
/22/93	David	Buddin	Tech Prep Coordinator	Williamsburg County Tech Prep	423 School St.	Kingstree	SC
/22/93	Rosa	Cherry	Instructor	Williamsburg Technical College	601 Lane Rd.	Kingstree	SC
/22/93	Gary	Coker	Instructor	Willimsburg Technical College	601 Lane Rd.	Kingstree	SC
/22/93	Clifton	Elliot	Instructor	Williamsburg Technical College	601 Lane Rd.	Kingstree	SC
/22/93	Donald	Melton	Admissions Coordinator	Williamsburg Technical College	601 Lane Road	Kingstree	SC
/22/93	Chuck	Montgomery	Teacher	Williamsburg Technical College	Sandy Bay Rd.	Kingstree	SC
/22/93	Sara	O'Quinn	Instructor	Williamsburg Technical College	601 Lane Rd.	Kingstree	SC
/22/93	Gwen	Rush	Instructor	Williamsburg Technical College	601 Lane Rd.	Kingstree	SC
/22/93	Lynn	Selph	Dean of Students	Williamsburg Technical College	601 Lane Rd	Kingstree	SC
/22/93	Bill	Coon	Teacher	Sumter High School	2840 MrCrays Mill Road	Sumter	SC
/6/93	Liz	Shafer	Guidance Director	Pinellas Park High	6305 - 118 Ave. North	Largo	FL
/6/93	Nina	Stafford	Blueprint Coordinator	Pinellas Park High	6305 118th Ave. N.	Largo	FL
/6/93	Kathleen	Swonguer	Tech Prep Coordinator	Pinellas Park High	6305 118th Ave. N.	Largo	FL

On-Site Visits 1/1/93 - 6/30/95

DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
5/6/93	Jckie	Blagg	Tech Prep Coordinator	Paducah Community College	P.O. Box 7380	Paducah	KY
5/6/93	Sandy	Ford	teacher	Paducah Tilghman	2400 Washington	Paducah	KY
5/6/93	Tom	Fusco	Principal	Reidland High School	5349 Benton rd.	Paducah	KY
5/6/93	Larry	Hopper	Teacher	Lone Oak High School	225 College Ave.	Paducah	KY
5/6/93	Sheri	Davis	Teacher	Health High School	3440 Metropolis Lake Rd.	W. Paducah	KY
5/6/93	Ralph	King		RDC		Bolivia	NC
5/6/93	Ethel	Johnson	Teacher	West Columbus High	P.O. Box 130	Ceiro Gordo	NC
5/6/93	Ethel	Johnson	Teacher	West Columbus High School	P.O. Box 130	Ceiro Gordo	NC
5/6/93	Veneta	Carter	Teacher	Chadbourn Middle School	801 W. Smith Street	Chadbourn	NC
5/6/93	Franklin	Reaves	Career Exploration	Chadbourn Middle School	801 W. Smith St.	Chadbourn	NC
5/6/93	Davetta	Bristaw	Department Chairperson	Smith High School	2407 South Holden Rd.	Greensboro	NC
5/6/93	Carol	Fogleman	English Teacher	Ben L. Smith High School	2407 S. Holden Rd.	Greensboro	NC
5/6/93	Steve	Hall	Assistant Principal	Ben L. Smith High School	2407 S. Holden Rd.	Greensboro	NC
5/6/93	Robin	Hipsher	Chemistry Teacher	Ben L. Smith HighSchool	2407 S. Holden Rd.	greensboro	NC
5/6/93	Betty	Lewis	Counselor	Ben L. Smith HighSchool	2407 S. Holden High School	Greensboro	NC
5/6/93	Brenda	MacDonald	Teacher	Ben L. Smith High School	2407 S. Holden Rd.	Greensboro	NC
5/6/93	Lindsey	Nail	Teacher	Smith High School	2407 S. Holden Rd.	Greensboro	NC
5/6/93	Ann	Pember	teacher	Ben L. Smith High School	2407 S. Holden	Greensboro	NC
5/6/93	Angela	Roberts	Science Teacher	Smith High School	2407 S. Holden Rd.	Greensboro	NC
5/6/93	Sandra	Schiffley	Counselor	Ben L. Smith High School	2407 S. Holden Rd.	Greensboro	NC

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DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/6/93	Marilyn	Sharples	Business Teacher	Smith High School	2407 S. Holden Rd.	Greensboro	NC
/6/93	Stu	Stewart	Teacher	Ben L. Smith High School	2407 S. Holden Rd.	Greensboro	NC
/6/93	Pam	Hinson	Vocational Ed. Secretary	Richmond County Schools	P.O. Drawer 1259	Hamlet	NC
/6/93	Marian	Webb	Business Education	East Columbus High	1 Gator Lane	Lake Waccama	NC
/6/93	Edgar	Farmer	Associate Prof.	N.C. State University	ACCE- Adult and Community College Ed.	Raleigh	NC
/6/93	John	Berry	Teacher	Richmond Senior High School	P.O. Box 1748	Rockingham	NC
/6/93	Sandra	Bryant	English Teacher	Richmond Senior High	P.O. Box 1748	Rockingham	NC
/6/93	John	Fowler	Teacher	Richmond Senior high	P.O. Box 1748	Rockingham	NC
/6/93	David	Gibson	Teacher	Richond Senior High	P.O. Box 1748	Rockingham	NC
/6/93	Linda	Callender	English Teacher	West Brunswick High School	550 Whiteville RD., NW	Shallotte	NC
/6/93	Lois	Morgan	Vocational Director	Shallotte Middle School		Shallotte	NC
/6/93	Susan	Morgan	Support/Special Populations	WEst Brunswick High	550 Whiteville Rd.	Shallotte	Nc
/6/93	Susan	Usher	News Editor	The Brunswick Beacon	P.O. Box 2558	Shallotte	NC
/6/93	Jessie	Best	Special Populations Coordinator	South Brunswick High School	Cougar Drive	Southport	NC
/6/93	James	McAdams	Secondary School Supervisor	Brunswick County Schools	8360 River Rd., SE	Southport	NC
/6/93	Tom	Simmons	Asst. Principal	South Brunswick Middle School	Brunswick County	Southport	NC
/6/93	Anne	Bellamy	Public Information Officer	Brunswick Community College	P.O. Box 30	Supply	NC
/6/93	Richard	Ehrhart	Lead Instructor	Brunswick Community College	P.O. Box 30	Supply	NC
/6/93	Ann	Harrison	Technical Assistant	Brunswick Community College	P.O. Box 30	Supply	NC
/6/93	Roy	Hornaday	Lead Automotive Instructor	Brunswick Community College	P.O. Box 30	Supply	NC

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DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
5/6/93	Billy	Lee	Lead Electronics Instructor	Brunswick Community College	P.O. Box 30	Supply	NC
5/6/93	Lewis	Stanley	Trustee	Brunswick Community College	P.O. Box 30	Supply	NC
5/6/93	Charles	Thompson	Faculty	Brunswick Community College	P.O. Box 30	Supply	NC
5/6/93	Jerry	Thrift	Dean of Continuing Education	Brunswick Community College	P.O. Box 30	Supply	NC
5/6/93	Martha	Jones	Special Populations Coordinator	South Columbus High School	Route 1, Stallion Drive	Tabor City	NC
5/6/93	Peggy	Smith	Teacher	South Columbus High School	Rt. 1 Stallion Drive	Tabor City	NC
5/6/93	Robert	Carter	Instructor	Southeastern Community College	P.O. Box 151	Whiteville	NC
5/6/93	Thersa	Formyduval	Home Economics Teacher	Central Middle School	South Memory St.	Whiteville	NC
5/6/93	Joseph	Fulton	Teacher	Columbus County Schools	P.O. Box 729	Whiteville	NC
5/6/93	Benjamin	Hayes	Teacher	Columbus County Schools	Hwy 74 W.	Whiteville	NC
5/6/93	David	Lawrence	Assistant Principal	East Columbus High School	One Gator Lane	Whiteville	NC
5/6/93	Macy	McRae	Vocational Director	Columbus County Schools	P.O. Box 729	Whiteville	NC
5/6/93	Patricia	Medlin	Supervisor	Whiteville City Schools	P.O. Box 609	Whiteville	NC
5/6/93	Al	Phillips	Chairperson	Southeastern Community College	P.O. Box 151	Whiteville	NC
5/6/93	Elizabeth	Powers	Teacher	Whiteville High School	413 North Lee St.	Whiteville	NC
5/6/93	James	Prevatte	Vocational Director	Whiteville City Schools	P.O. Box 905	Whiteville	NC
5/6/93	Harriet	Warlick	Teacher	Whiteville High School	N. Lee St.	Whiteville	NC
7/28/93						Henderson	KY
7/29/93	Steve	Athens		Sandhills Community College	2200 Airport Rd	Pinehurst	NC
7/29/93	Rick	Swanson		Sandhills Community College	2200 Airport Rd	Pinehurst	NC

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ATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
0/2/93	Don	Fuller		Pickens Vo Tech Center		Denver	CO
0/2/93	Steve	Starr		Pickens Vo Tech Center		Denver	CO
0/5/93	John	Stewart	Vocational Education Director	Scotland County Schools	233 E Church St	Laurinburg	NC
0/20/93	J. C.	Basnight	Assistant to the VP for Academic Affairs	Fayetteville Tech	PO Box 35236	Fayetteville	NC
0/21/93	JC	Basnight		Fayetteville Technical Community College	PO Box 35236	Fayetteville	NC
0/22/93	Brian	Hildebrand	Vocational Education Director	Anderson County Schools		Anderson	IN
1/15/93	Georgia	Beasley	Assistant Principal	Clarke Central High	350 S. Milledge Ave.	Athens	GA
1/15/93	John	Holland	Counselor	Clarke Central	350 S. Milledge Ave.	Athens	GA
1/15/93	Morgan	Nolan	Science Teacher	Clarke County School District	PO Box 1908	Athens	GA
1/15/93	Janice	Stowe	Math Dept Chair.	Clarke Central	350 S. Milledge Ave.	Athens	GA
1/15/93	Jim	Willis	Principal	Clarke Central High School	350 S. Milledge Ave.	Athens	GA
1/15/93	Heather	Adamson	Tech Prep Coordinator	Cklarke County School District	PO Box 1708	Athens	GA
1/15/93	Glenda	Anderson	Vocational Supervisor	Clarke Central High School	350 South Milledge Ave.	Athens	GA
1/15/93	Dale	Dean	Dean Of Business	Athens Technical Institute	US Hwy 29 North	Athens	GA
1/15/93	Mike	Stauton	Principal	Cedar Schools	1300 Cedar Schools Dr.	Athens	GA
1/15/93	Dianne	Bowers	Electronics Techer	East Mississippi Community	PO Box 100	Columbus	MS
1/15/93	Doris	Holmes	Media Specialist	West Lowndes High School	1380 Mottey Road	Columbus	MS
1/15/93	Olivia	Parsons	Counselor	Columbus High School	1815 Military Road	Columbus	MS
1/15/93	Jeanette	Taylor	Curriculum Coordinator	Columbus Municipal Schools	PO Box 1308	Columbus	MS
1/15/93	Pat	Wallace	Teacher	Columbus High School	1815 Military Road	Columbus	MS

n-Site Visits 1/1/93 - 6/30/95

ATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
1/15/93	34121	Smith	Counselor	Kemper Co. High School	PO Box 429	Dekalb	MS
1/15/93	Marilyn	Doolittle	Instructor/Bus. Tech	East Mississippi Community College	Golden Triangle Campus, PO Box 100	Mayhew	MS
1/15/93	Robert	Ellis	Instructor	EMCC GTC	PO Box 100	Mayhew	MS
1/15/93	Suzy	Hamiter	Practical Nursing Instructor	East MS Community College	P> Box 100	Mayhew	MS
1/15/93	Earnest	Loulrimore	Drafting Instructor	EMCC Golden Triangle Campus	EMCC GTC PO Box 100	Mayhew	MS
1/15/93	Debrah	Pullen	Assistant Director	East MS Community College	PO Box 100	Mayhew	MS
1/15/93	Ellen	Shaw	Tech Prep Coordinator	East MS Community College	PO Box 100	Mayhew	MS
1/15/93	Jean	Spikes	English Instructor	East MS Comm College - GT Campus	PO Box 100	Mayhew	MS
1/15/93	Rick	Young	District Vocational Director	East Mississippi College	PO Box 100	Mayhew	MS
1/15/93	Wynelia	Cherry	Business Instructor	EMCC	PO Box 158	Scooba	MS
1/15/93	Betty	Killebrew	Humanities Department	East Miss Community College	PO Box 188	Scooba	MS
1/15/93	Martha	Taylor	English Instructor	EMCC	PO Box 158	Scooba	MS
1/15/93	Ann	Bonner	English Teacher	Starkville High School	Yellow Jacket Drive	Starkville	MS
1/15/93	Walter	Conley	Superintendent Of Education	Oktibbeha County School District	105 N. Washington Street	Starkville	MS
1/15/93	Bill	Echoss	Special Educaiton Teacher	Oktibbeha	105 N Washintong St	Starkville	MS
1/15/93	Robert	Egley	Assistant Principal	Starkville High	Yellow Jacket Drive	Starkville	MS
1/15/93	Billie	Hood	Counselor	Starkville High School	Yellow Jacket Drive	Starkville	MS
1/15/93	Bob	McClelland	Curriculum Coordiantor	Iktibbeha County Schools	105 N Washington St	Starkville	MS
1/15/93	Pearline	Parkins	Bus. Tech Istructor	Millsaps Vocational Center	Hwy 25 South	Starkville	MS
1/15/93	Eugene	Bailey	Counselor	West Point High	PO Box 616	West Point	MS

On-Site Visits 1/1/93 - 6/30/95

DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
11/15/93	Elster	Wilks	Assistant Principal	West Point High School	PO Box 616	Westpoint	MS
11/15/93	Charlene	Sledge	English Teacher	Noxubee High School	PO Box Drawer 540	Macon	MS
11/15/93	Karen	Asbury	Teacher	Pine Forest Senior High	525 Andrews Rd.	Fayetteville	NC
11/15/93	Jane	Billinger	English Teacher	Pine Forest Senior High	525 Andrews Rd.	Fayetteville	NC
11/15/93	Mack	Cromartie	Corp/Tech	PFSH	525 Andrew Rd.	Fayetteville	NC
11/15/93	Joe	Duty	Teacher - Auto	PFSH	525 Andrews Rd.	Fayetteville	NC
11/15/93	Brenda	Long	Targeted Programs Coordinator	Pine Forest Senior High School	525 Andrews Rd.	Fayetteville	NC
11/15/93	Catherine	Lukow	Teacher	Pine Forest Senior High	525 Andrews Rd.	Fayetteville	NC
11/15/93	Mildred	McDade	Counselor	Pine Forest Senior High	525 Andrews Rd.	Fayetteville	NC
11/15/93	Linda	Sheriff	Home Economics	Pine Forest Senior High	525 Andrews Rd.	Fayetteville	NC
11/15/93	Billy	Starks	Teacher	Pine Forest Senior High	525 Andrews Rd.	Fayetteville	NC
11/15/93	Georgianna	Temple	Media Specialist	Pine Forest Senior	525 Andrews Rd.	Fayetteville	NC
11/15/93	John	Vines	Vo Ag Teacher	Pine Forest Senior High	525 Andrews Rd.	Fayetteville	NC
11/15/93	John	Wester	Richmond Community College			Hamlet	NC
11/15/93	Jeanette	Carpenter	Support Services	RSHS	PO Box 1259	Rockingham	NC
11/15/93	Jimmy	Fletcher	Counselor	RSHS	PO Box 1748	Rockingham	NC
11/15/93	Helen	Scholl	Support Services Personnel	RSHS	PO Box 1259	Rockingham	NC
11/15/93	Paula	York	Teacher	RSHS	PO Box 1748	Rockingham	NC
11/19/93	Janice	Fields		Robeson County Career Center	Rt.6, Boox 385	Lumberton	NC
1/13/94	Tony	Ramos	Instructor	Leeward Community College	96-045 ALA IKE Street	Honolulu	HI

n-Site Visits 1/1/93 - 6/30/95

ATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/13/94	Gladys	Sato	Department Chair	Kapiolani Community College	4303 Diamond Head Road	Honolulu	HI
/13/94	Jimmy	Blair	Training Manager	Burlington Industries	Richmond Plant PO Box 250	Cordova	NC
/13/94	Harold	McLeod	Director, Personnel Development	Burlington Industries	3330 W Friendly Ave	Greensboro	NC
/13/94	Diane	Griffin	Home Economics Teacher	Forest Hills High	PO Box 648	Marshville	NC
/13/94	Pat	Turner	Teacher	Forest Hills High School	PO Box 648	Marshville	NC
/13/94	Chris	Bailey	Agricultural Edcuation Teacher	Sam Valley High School	5211 Old Charlotte Highway	Monroe	NC
/13/94	Rose	Blaheney	Instructor	Union County Public Schools		Monroe	NC
/13/94	Bean	Blanton	Industry Education	Union County Public Schools	1 High School Drive	Monroe	NC
/13/94	Trent	Faulkner	Instructor	Piedmont High School	Union County	Monroe	NC
/13/94	Traci	Folk	English Teacher	Monroe High School	1 High School Drive	Monroe	NC
/13/94	Bettie	Linker	Teacher	Parkwood High	3220 Parkwood School Rd	Monroe	NC
/13/94	Charles	Perry	Vocational Educaiton Specialist	Union County Public School	500 N Main St/Suite 700	Monroe	NC
/13/94	Nicole	Quinn	English 9&12	Monroe High School	1 High School Drive	Monroe	NC
/13/94	Ledale	Rollins	English Instructor	Union County Public School	Forest Hills High	Monroe	NC
/13/94	Laura	Thornhill	Guidance Counselor	Piedmont High School	1619 Piedmont School Road	Monroe	NC
/13/94	William	Wilburn	USAF JROTC Instructor	Monroe High School	1 High School Drive	Monroe	NC
/13/94	Michael	Zezech	Exploring Careers Decisions Instructor	Monroe Middle School	601 E Sunset Drive	Monroe	NC
/13/94	John	Garner	President	Chamber of Commerce		Rockingham	NC
/13/94	Tinka	Nuttall	Volunteer	Richmond Senior High School	US 1 North	Rockingham	NC
'13/94	Virginia	Malieki	Media Specialist	Marlboro County High	951 Fayetteville Ave	Bennetsville	SC

n-Site Visits 1/1/93 - 6/30/95

ATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/13/94	Brenda	Teal	Teacher	Marlboro County High School	951 Fayetteville Ave	Bennetsville	SC
/13/94	Patricia	Willia	Career Guidance	Marboro County High School	951 Fayetteville Ave	Bennetsville	SC
/13/94	Diane	Byrd	English Teacher	Marlboro County High School	Fayetteville Ave Ext	Bennettesville	SC
/13/94	Marion	Smith	Teacher	Marlboro Community High		Bennettesville	SC
/13/94	Sequal	Black	Assistant Principal	Marlboro County High School	951 Fayetteville Ave	Bennettsville	SC
/13/94	Herbert	Gould	Principal	Marlboro County High School	951 Fayetteville Ave	Bennettsville	SC
/13/94	Cal	Humbent	Science Teacher	Marlboro County High	951 Fayetteville Ave	Bennettsville	SC
/13/94	Lenorah	Jacobs	Math Teacher	Marlboro County High School	Fayetteville Ave Ext	Bennettsville	SC
/13/94	Eva	Johnson	Teacher	Marlboro County High	951 Fayetteville Ave	Bennettsville	SC
/13/94	Corinthea	Jones	Teacher	Marlboro County High School	951 Fayettville Ave	Bennettsville	SC
/13/94	Val	McClaim	Science Teacher	Marboro County High School	951 Fayetteville Ave ext	Bennettsville	SC
/13/94	John	Nichols	Teacher	Marlboro County High School	951 Fayetteville Ave	Bennettsville	SC
/13/94	Barbara	Robertson	Counselor	Marlboro County High	951 Fayetteville Ave	Bennettsville	SC
2/17/94	Chester	Gregory	Assistant Principal	North Marion High school	151 West Highway 329	Citra	FL
2/17/94	Jim	Whorley	Assistant Principal	Dunnelbin High School	1 Tiger Trail	Dunnelbin	FL
2/17/94	Patsy	Caudell	counselor	A.L. Brown High School	415 East First Street	Kannapolis	NC
2/17/94	Keith	Gentle	Math Teacher	A.L. Brown High School	415 East First Street	Kannapolis	NC
2/17/94	Eric	Leazer	Tech Prep Coordinator	A.L. Brown High School	415 East First Street	Kannapolis	NC
2/17/94	John	Mayk	Principla	A.L. Brown High School	415 East First Street	Kannapolis	NC
2/17/94	Doris	Redding	English Teacher	A.L. Brown High School	415 East First Street	Kannapolis	NC

On-Site Visits 1/1/93 - 6/30/95

DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
2/17/94	Scott	Rodgers	Physics/Biology Teacher	A.L. Brown High School	415 East First Street	Kannapolis	NC
2/17/94	Gloria	Salkin	Counselor	A. L. Brown High School	415 East First Street	Kannapolis	NC
2/17/94	Patti	Stodghill	Guidanc eCounselor	Al Brown High School	415 East First Street	Kannapolis	NC
2/17/94	Pat	Wood	Voc Ed Director	Kannapolis City Schools	415 East First Street	Kannapolis	NC
2/17/94	Don	Booth	ICT/Work Place Readiness	Monroe High School	1 High School Drive	Monroe	NC
2/17/94	Alice	Carter	Assistant Principal	Union County Career Center	600 Brewer Drive	Monroe	NC
2/17/94	Curwood	Dillingham	Counselor	Union County		Monroe	NC
2/17/94	Debbie	Morton	Technical Assistant	Career Center	600 Brewer Drive	Monroe	NC
2/17/94	Teresa	Rape	Technical Assistant	Career Center	600 Brewer Drive	Monroe	NC
2/17/94	Linwood	Ward	Vocational Director	Union County Public Schools	500 North Main STreet Suite 700	Monroe	NC
2/17/94	Mike	Zezech	Alternative Teacher	Union County Career Center	600 Brewer Drive	Monroe	NC
2/17/94	Kay	Ashbrook	Vocational Teacher	New Bern High School	4200 Academic Drive	New Bern	NC
2/17/94	Valeri	Barron	Principal	New Bern High School	4200 Academic Drive	New Bern	NC
2/17/94	Ed	Campbell	Teacher	New Bern High School	4200 Academic Drive	New Bern	NC
2/17/94	Cathy	Cooke	Director of Secondary Inst	Craven County Schools	3600 Trent Road	New Bern	NC
2/17/94	Gloria	Hale	Business Ed Teacher/Dept Head	Newbern High School	4200 Academic Drive	New Bern	NC
2/17/94	Robert	Harton	Voc Teacher	New Bern High School		New Bern	NC
2/17/94	Lorelei	O'Quinn	Vocational Teacher	New Bern High School	4200 Academic Drive	New Bern	NC
2/17/94	Marie	Satz	Counselor	New Bern High School		New Bern	NC
2/17/94	John	Garner	Presidnet	Richmond County Chamber of Commerce		Rockingham	NC

On-Site Visits 1/1/93 - 6/30/95

DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
2/17/94	Blaine	Maples	Teacher	Richmond Sr High School	P.O. Box 1748	Rockingham	NC
2/17/94	Chris	Millson	Teacher	Richmond Sr High School	PO Box 1748	Rockingham	NC
2/17/94	Suea	Strong	Counselor Intern	Richmond Sr High School	PO Box 1748	Rockingham	NC
2/17/94	Ronnie	Yarbrough	Teacher/Coach	Richmond Sr High School	P.O. Box 1748	Rockingham	NC
3/7/94	Lilian	Daughtery	Student	VA Tech	123 Lane Hall	Blacksburg	VA
3/16/94	Tommie	Hudson	Instructional Administrator	Holmes County School board	211 W Iowa Avenue	Bonifay	FL
3/16/94	Myron	Hudson	Vocational Director	Holmes County Schools	211 West Iowa Avenue	Bonifay	FL
3/16/94	Harold	Taylor	Administrator	Holmes County School Board	211 West Iowa Avenue	Bonifay	FL
3/16/94	Kenneth	Daffin	Principal	Cottondale High School	2780 Levy Street	Cottondale	FL
3/16/94	Thomas	Tyler	Counselor	Cottondale High	2780 Levy Street	Cottondale	FL
3/16/94	Brenda	Jones	Assistant Principal	Graceville High	5539 Brown Street	Graceville	FL
3/16/94	debbie	Miller	Business Education Teacher	Graceville	5539 Brown Street	Graceville	FL
3/16/94	Sandra	Weller		Graceville High School	5539 Brown Street	Graceville	FL
3/16/94	Paula	Wright	Science Teacher	Graceville High School	5539 Brown Street	Graceville	FL
3/16/94	John	Hamilton	Principal	Grand Ridge High School	PO box 208	Grand Ridge	FL
3/16/94	Eulice	Bryant	Counselor	Marianna High School	2979 Daniel Street	Marianna	FL
3/16/94	Belva	Free	Director Student Services	Jackson County School Board	2903 Jefferson Street	Marianna	FL
3/16/94	Gail	Hartzoz	Director Institutional Effectiveness	Chipola Junior College	3094 Indian Circle	Marianna	FL
3/16/94	Larry	Moore	Director of Vocational/Adult Ed	Jackson County School System	PO Box 5958	Marianna	FL
3/16/94	Gloria	Peacock	Coordinator of Continuing Education	Chipola Junior College	3094 Indian Circle	Marianna	FL

On-Site Visits 1/1/93 - 6/30/95

DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
3/16/94	Gene	Prough	Director-Continuing Education	Chipola Junior College	3094 Indian Circle	Marianna	FL
3/16/94	Gayle	Westbroke	Counselor	Marianna High School	2979 Daniel Street	Marianna	FL
3/16/94	Mary		Occupational Specialist	Marianna High School	2979 Daniel Street	Marianna	FL
3/16/94	Earl	Carroll	Dean of Instruction	Chipola Junior College	3094 Indian Circle	Marianna	FL
3/16/94	Annette	Widner	Registrar	Chipola Junior College	3094 Indian Circle	Marianna	FL
3/16/94	Gordon	Baxley	Teacher	Ponce de Leon	PO Box 39	Ponce de Leon	FL
3/16/94	Gordon	Baxley	Teacher	Ponce de Leon High School	PO Box 39	Ponce de Leon	FL
3/16/94	David	Griffin	Science Teacher	Ponce De Leon High School	PO Box 39	Ponce de Leon	FL
3/16/94	Judy	Kennington	Science Teacher	Ponce De Leon High	PO Box 39	Ponce de Leon	FL
3/16/94	Marjorie	Leavins	Counselor	Ponce de Leon High School	PO Box 39	Ponce de Leon	FL
3/16/94	Wayne		Social Studies Teacher	Ponce de Leon High School	PO Box 39	Ponce de Leon	FL
3/16/94	James	Edwards	Principal	Jackson County School	PO Box 219	Sneads	FL
3/16/94	Kevin	Houser	Teacher	Cumberland High School	Redskin Drive	Cumberland	KY
3/16/94	Jay	Dunaway	Teacher	Cumberland High School	Redskin Drive	Cumberland	KY
3/16/94	James	Middleton		Math Teacher	Evarts High School	Evarts	KY
3/16/94	Elizabeth	Roe	Teacher	Evarts High School	PO box 9	Evarts	KY
3/16/94	Michael	Scott	Teacher/Technology Coordinator	Ecarts High School	PO Box 9	Evarts	KY
3/16/94	Nancy	Smith	Teacher	Evarts High School		Evarts	KY
3/16/94	gayle	Jurgens	Teacher	Cawood High School	91 Ball Park Road	Harlan	KY
3/16/94	Jeff	Phillips	Tech Prep Site Coordinator	Harlan County Schools	102 Ball Park Road	Harlan	KY

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ATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/16/94	Wayne	Robertson	Teacher/Tech Ed	Evarts High School		Harlan	KY
/16/94	Gary	Shold	Science Department Chairperson	Cawood High School	91 Ball Park Road	Harlan	KY
/16/94	Momssa	Swafford	Math Teacher	Cawood High School	91 Ball Park Road	Harlan	KY
/16/94	Jacelun	Avery	Targeted Programs Coordinator	Westover Senior High School	277 Bonanza Drive	Fayetteville	NC
/16/94	Donald	Budd	Teacher/Principles of Technology	Westover Senior High School	277 Bonanza Drive	Fayetteville	NC
/16/94	Karen	Darlington	Vocational Assessment Coordinator	Westover Senior High School	277 Bonanza Drive	Fayetteville	NC
/16/94	Pamela	Leavy	Guidance Counselor	Westover Senior High School	277 Bonanza Drive	Fayetteville	NC
/16/94	Judy	Norris	English Teacher	Westover Senior High School	277 Bonanza Drive	Fayetteville	NC
/16/94	Loraine	Price	Teacher	Westover Senior High School	277 Bonanza Drive	Fayetteville	NC
3/16/94	Kathryn	Sarris	Teacher	Westover Senior High School	277 Bonanza Drive	Fayetteville	NC
3/16/94	Vivian	Spraggins	Bus Driver	Westover Senior High School	277 Bonanza Drive	Fayetteville	NC
3/16/94	Roberta	Waddell	Chemistry/Physics	Westover Senior High School	277 Bonanza Drive	Fayetteville	NC
3/16/94	Eva	Williams	Industry/Education Coordinator	Westover Senior Hgih School	277 Bonanza Drive	Fayetteville	NC
3/16/94	Willie	Freeman	Teacher	Westover Senior High School	277 Bonanza Drive	Fayetteville	NC
3/16/94	mike	Cafaro	Assistant Principal	Scotland High School	1000 West Church Street	Lauringburg	NC
3/16/94	Gwen	Clark	Guidance Counselor	Scotland High School	1000 West Church Street	Lauringburg	NC
3/16/94	April	Dawkins	History Teacher	Scotland High School	1000 West Church Street	Lauringburg	NC
3/16/94	Linda	Drose	Teacher/Home Economics	Scotland High School	1000 West Church Street	Lauringburg	NC
3/16/94	Barbara	Ellison	Teacher/Business Education	Scotland High School	1000 West Church Street	Lauringburg	NC
/16/94	Shannon	Hancock	Math Teacher	Scotland High School	1000 West Church Street	Lauringburg	NC

On-Site Visits 1/1/93 - 6/30/95

DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
3/16/94	Jill	Helms	Teacher/Physical Science	Scotland High School	1000 West Church Street	Lauringburg	NC
3/16/94	Kay	Johnson	Counselor	Scotland High School	1000 W Church Street	Lauringburg	NC
3/16/94	John	Stewart	Director of Vocational Education	Scotland County Schools	233 East Church Street	Lauringburg	NC
3/16/94	Richard	Wiblin	Teacher	Scotland High School	1000 West Church Street	Lauringburg	NC
3/16/94	Penny	Craner	Teacher/English	Scotland High School	1000 West Church Street	Lauringburg	NC
3/16/94	Jeff	Edwards		Forest Hills High		Marshville	NC
3/16/94	Tom	Bartone	Principal	Sun Valley High School	5211 Old Charlotte Highway	Monroe	NC
3/16/94	Walser	Director of Staff	Union County Public Schools		500 North Main Street	Monroe	NC
3/16/94	William	Gainer	Technical Math Teacher	Union County Career Center	600 Brewer Drive	Monroe	NC
3/16/94	Terry	Lindley	Teacher	Union County Career Center	600 Brewer Drive	Monroe	NC
3/16/94	Nancey	McCallum	IEC	Union County Public Schools	600 Monroe	Monroe	NC
3/16/94	Lois	Crumpler	Dean of Community Services	Anson Community College	PO Box 126	Polkton	NC
3/16/94	Gerald	Pumphrey	Director of Tech Prep	Department of Community Colleges	200 West Jones Street	Raleigh	NC
3/16/94	John	Garner		Richmond County Chamber of Commerce		Rockingham	NC
3/16/94	Barbara	Martin	Teacher	Richmond Senior High School	Highway 1	Rockingham	NC
3/16/94	Mary	McDonald	Social Studies Teacher	Richmond Senior High School	Highway 1	Rockingham	NC
3/16/94	Todd	Hagler	Teacher	Richmond Senior High School	Highway 1	Rockingham	NC
3/16/94	Bert	Fraverri	Instructor	WHAVTC	209 Hoyt Street		
4/21/94	Don	Arnett	Counselor	Pell City High School	Cogswell Avenue	Pell City	AL
4/21/94	Carole	Barnett	Board of Education Chariman	Pell City High School	Cogswell Avenue	Pell City	AL

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ATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
/21/94	Susan	Carswell	Biology Teacher	Pell City High School	Cogswell Avenue	Pell City	AL
/21/94	Ann	Davis	Tech Prep Coordinator	Pell City High School	Cogswell Avenue	Pell City	AL
/21/94	Sandra	Ellard	Business Teacher	Pell City High School	Cogswell Avenue	Pell City	AL
/21/94	Emmett	Gaskin	Teacher	Pell City High School	Cogswell Avenue	Pell City	AL
/21/94	Eddie	Stevenson	Math Teacher	Pell City High School	Cogswell Avenue West	Pell City	AL
/21/94	Pam	Forte	Guidance Counselor	Pell City High School	Cogswell Avenue West	Pell City	AL
/21/94	Deanna	Jawley	English Department Chairperson	Pell City High School	Cogswell Avenue	Pell City	AL
/21/94	Judi	Pochran	Counselor	Duran Jr High School	309 12th Street South	Pell City	AL
/21/94	Elizabeth	Decker	Area 1 Superintendent	Olympic Heights High School	20101 Lyons Rd	Baca Raton	FL
/21/94	Wm Larry	Padgett	West Area Technology Specialist	Palm Beach County Schools	1901 W 16th Street	Belle Glade	FL
/21/94	Jim	Rasco	Principal	South Technical Education Center	1300 SW 30th Avenue	Boynton Beach	FL
/21/94	Hugh	Brady	Principal	John I Leonard High School	4701 10th Avenue North	Lake Worth	FL
/21/94	Jan	Bussell	Dean Vocational Education	Palm Beach Community College	4200 Congress Avenue	Lake Worth	FL
/21/94	David	Cantley	Principal	Lake Worth High School	1701 Lake Worth Rd	Lake Worth	FL
/21/94	Michael	Popejoy	Dist Curriculum Coordinator	Palm Beach Community College	4200 Congress Avenue	Lake Worth	FL
/21/94	Wendy	Smythe	Tech Prep Program Planner	Palm Beach County School Board	4200 Congress Avenue MS.54	Lake Worth	FL
/21/94	Lili	Wilson	Recruiter-PBCC	Palm Beach Community College	4200 Congress Avenue Mail Station #8	Lake Worth	FL
/21/94	Patricia	Nugent	Director	North Tech Education Center	7071 Garden Road	Riviera Beach	FL
/21/94	Larry	Coup	Vocational Director	School Board of Palm Beach County	3312 Forest Hill Blvd Suite A330	West Palm Beac	FL
/21/94	Mary Ann	DuPont	Instructional Pupil Services	School Board of Palm Beach County	3324 Forest Hill Blvd Suite C-316	West Palm Beac	FL

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DATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
4/21/94	Shirley	Maxson	Director	West Technical Education Center	3324 Forest Hill Blvd	West Palm Beac	FL
4/21/94	Ulysses	Smith	Vocational & Community Education	Palm Beach County Schools	3312 Forest Hill Blvd	West Palm Beac	FL
4/21/94	Mona	Jensen	Principal	Wilmington High School	Greenview Shores Blvd	Wilmington	FL
4/21/94	Gary	McClanahan	Supervisor of Technology Education	Des Moines Public Schools	1800 Grand Ave	Des Moines	IA
4/21/94	Kathryn	Cornett	Teacher-English	RSHS	US Hwy 1	Rockingham	NC
4/21/94	Ramon'	Oviedo	Teacher	RSHS	US Hwy 1	Rockingham	NC
11/17/94	Grace	Clark	Biology Teacher	Athens High School	PO Box 109	Athens	AL
11/17/94	W.	Hightower	Tech Prep Coordinator	Limestone County Schools	505 E Sanderfer	Athens	AL
11/17/94	Joyce	Raley	Counselor	West Limestone High School	8314 Franklin Rd.	Athens	AL
11/17/94	Lucinda	Bassham	Assistant Principal	Athens High School	PO Box 109	Athens	AL
11/17/94	Julie	Prater	Math Teacher	Athens High School	PO Box 109	Athens	AL
11/17/94	Paul	Allen	Technology Education	Decatur High School	1011 Prospect Drive SE	Decatur	AL
11/17/94	Dorothy	Fuller	Math/Computer Science Instructor	Decatur High School	1011 Prospect Dr. SE	Decatur	AL
11/17/94	Donna	Hoffman	Biology Lab Instructor	Calhoun Community College	Box 2216	Decatur	AL
11/17/94	Ramsey	Huffman	Technology Instructor	Cedar Ridge Middle School	2715 Danville Rd SW	Decatur	AL
11/17/94	Lucretia	Smith	Math Teacher	Decatur High School	1011 Prospect Drive	Decatur	AL
11/17/94	Lena	Vann	Teacher-Math/Physics	Austin High School	1625 Danville Rd. SW	Decatur	AL
11/17/94	David	White	Chemistry Teacher	Decatur High School	1011 Prospect Dr. SE	Decatur	AL
11/17/94	Mary Jane	Hobbs	Math Teacher	Elkmont High School	PO Box 248	Elkmont	AL
11/17/94	Gene	Dunley	Teacher	A.P. Brewer High School	Rt 2 Box 149	Somerville	AL

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ATE	FIRST	LAST	POSITION	INSTITUTION	ADDRESS	CITY	STA
1/17/94	Susan	Jester	Teacher	Brewer High School	Rt 2 Box 149	Somerville	AL
1/17/94	Mary Jo	Morris	Teacher	A.P. Brewer High School	Rt 2 Box 149	Somerville	AL
1/17/94	Dusty	Perry	Teacher	Brewer High School	Rt 2 Box 149	Somerville	AL
1/17/94	Jim	Keyzer	Dean of Instruction	Anson Community College	PO 126	Polkton	NC
1/17/94	Stuart	Ames	President Elect	Richmond Chamber of Commerce		Rockingham	NC
1/17/94	Gail	Preslar	Asst. Superintendent	Anson County Schools	PO Box 719	Wadesboro	NC
1/17/94	Frank	Richardson	Principal	Anson Sr. High School	PO Box 513	Wadesboro	NC
/14/95	Faye	Childress	Math Instructor	Central Piedmont Community College	PO Box 35009	Charlotte	NC
/14/95	Savannah	Clay	Business Admin. Instructor	Central Piedmont Community College	PO Box 35009	Charlotte	NC
/14/95	Gary	Greene	Instructor	Central Piedmont Community College	PO Box 35009	Charlotte	NC
/14/95	Barbara	Horstmann	Counselor	Central Piedmont Community College	PO Box 35009	Charlotte	NC
/14/95	Clint	McElroy	Technical Writing Instructor	Central Piedmont Community College	PO Box 35009	Charlotte	NC
/14/95	Gary	Nelson	Assist. Dean, Business, Health & Technology	Central Piedmont Community College	PO Box 35009	Charlotte	NC
/14/95	Molly	Savage	Instructor	Central Piedmont Community College	PO Box 35009	Charlotte	NC
/11/95	Ben	McCallum		Richmond County Cooperative Services	Richmond County Court House	Rockingham	NC
/11/95	Warren	Cole		Bonavista/Trinity/Placentia School	PO Box 670	Bonavista	New
/11/95	Marilyn	Coles		Eastern College, Bonavista Campus	PO Box 670	Bonavista	New
/11/95	Graham	Sheppard		Eastern College, Bonavista Campus	PO Box 670	Bonavista	New
/11/95	Albert	Trask		Discovery Collegiate	PO Box 670	Bonavista	New

Richmond County Tech Prep National Demonstration Site

/1/93 - 6/30/95 NC Tech Prep Leadership Development Center Activities

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/4-5/94	Three Rivers Community College	Poplar Bluff	MO	250	The Richmond County NC Tech Prep Model	Sue Flowers	Myrtle D Stogner
0/28-29/93	Athens High School	Athens	GA	225	Adopter Site Technical Assistance		Myrtle D Stogner
0/28-29/93	North Carolina State University	Raleigh	NC	32	DPI-Science Tests/Scoring & Disaggregation		Sarah Hamilton
0/4-5/94	Innovation Technology Conference	Winston Salem	NC	70	Innovation At the School Level	Carolyn Cobb	Myrtle Stogner
1/14-16/94	NC School Board Association	Greensboro	NC	300	NC School Board Assoc. Conference	Diane Wall	MDS, A. Morris & M. Webb
1/15-16/93	NC School Board Association Meeting	Greensboro	NC		Richmond County Tech Prep		Ben Jones
1/17-18/93	Georgia Tech Prep Conference	Savanah	GA	250	Tech Prep-What it is and What it is Not		Myrtle Stogner
1/2-3/94	State Board of Education	Raleigh	NC	4	State BOE Meeting	Linda Love	MDS, M. Webb, D. Honeycutt, B. Dorsett & William Linton
2/1-2/94	NDN	Austin	TX	80	NDN Statewide Awareness Conference	Judy Bramlett	Myrtle Stogner

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
2/12-13/94	Southern Association of Colleges & Schools	San Antonio	TX	75	Commission on Colleges Annual Meeting	Rita F. Bell	Myrtle Stogner
2/13-15/93	Muskegon Area Schools and Community Colleges	Muskegon	MI	600	Adopter Site-Technical Assistance		Myrtle D Stogner
2/3-6/93	AVA Convention	Nashville	TN	500	AVA Convention Demonstration Exhibits		Myrtle D Stogner
2/6-7/93	Public Schools and Community Colleges	Pine Bluff	AR	200	Adopter Site-Technical Assistance		Myrtle D Stogner
2/7-10/94	AVA	Dallas	TX	500	AVA Conference	Marcia Dier	Montgomery, J. Lantern, F. Nantz, D. Thomas & N. Howell
2/7-8/93	Ohio State Tech Prep Conference	Columbus	OH	200	Present Richmond Model		Myrtle Stogner
2/8-9/93	Marshall County High School	Benton	KY	140	Adopter Site-Technical Assistance		Myrtle D Stogner
/11-15/95	NDN	Washington	DC	175	Presentation to State Facilitators for NDN	Peggy Hill	MDS
/14-16/94	NDN National Conference	Washington	DC	2			Myrtle D. Stogner/Pam Finney

DATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
3/10-12/95	NCRVE	Arlington	VA	125	Urban Schools Network	Damaris Moore	Myrtle Stogner
3/16-17/95	Reading for Learning Workshop	Pinehurst	NC	11	Integrate Learning with "Reading to Learn"	Linda Duncan	NC DPI
3/23-24/95	Job Ready Tech Prep Regional Conference	Asheville	NC	450	Regional Conference/VIP Guest	Charlie Glazener	Myrtle Stogner
3/5-7/95	AVA	Washington	DC	25	National Policy Seminar		Myrtle Stogner
4/10-12/94	Baltimore Convention Center NTPN	Baltimore	MD	15	After 9 years in Tech Prep -maintaining momentum	Laura Esperance CORD	Myrtle Stogner/Sarah Hamilton
4/14-15/94	Wayne Community College	Goldsboro	NC	75	Coordinating CIP Math & Science With Tech Prep	Tom Williams	Tom Williams - Chair
4/27/94	Triad Leadership Network	Greensboro	NC	18	School to Work Transition	Anita Ogburn	Myrtle D. Stogner
4/6-8/94	AACC Annual Meeting	Washington	DC	300 +	Richmond Model Demonstration Exhibit		Jennifer Love
6/15-28/94	Integration Institute	Raleigh	NC	4	Summer Institute on Integration of Academic & Voc	Judy Paxton	NC State University

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/27,28,29/94	Richmond County Schools/Richmond Community College	Hamlet	NC	15	Proficiency Standards, Richmond County		Myrtle D. Stogner
/27,28,29/94	Richmond County Schools/Richmond Community College	Hamlet	NC	15	Proficiency Standards, Richmond County		John Garner
/27,28,29/94	Richmond County Schools/Richmond Community College	Hamlet	NC	15	Proficiency Standards, Richmond County		Stuart Ames
/27,28,29/94	Richmond County Schools/Richmond Community College	Hamlet	NC	15	Proficiency Standards, Richmond County		Tim Harris
/27,28,29/94	Richmond County Schools/Richmond Community College	Hamlet	NC	15	Proficiency Standards, Richmond County		Jennipher Love
/27,28,29/94	Richmond County Schools/Richmond Community College	Hamlet	NC	15	Proficiency Standards, Richmond County		Sarah Hamilton
/27,28,29/94	Richmond County Schools/Richmond Community College	Hamlet	NC	15	Proficiency Standards, Richmond County		Dr. Doug James
/27,28,29/94	Richmond County Schools/Richmond Community College	Hamlet	NC	15	Proficiency Standards, Richmond County		Joe Grimsley
/27,28,29/94	Richmond County Schools/Richmond Community College	Hamlet	NC	15	Proficiency Standards, Richmond County		Malcolm Hobbs

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/27,28,29/94	Richmond County Schools/Richmond Community College	Hamlet	NC	15	Proficiency Standards, Richmond County		Steve Haymore
/27,28,29/94	Richmond County Schools/Richmond Comm College	Hamlet	NC	10	Articulation/Curriculum Standards K-14 Science		Myrtle D. Stogner
/27,28,29/94	Richmond County Schools/Richmond Comm College	Hamlet	NC	10	Articulation/Curriculum Standards K-14 Communications		Myrtle D. Stogner
/11-13/94	Richmond County Schools/Richmond Community College	Hamlet	NC	12	Articulation/Curriculum Standards K-14 Workshop (Math)		Myrtle D. Stogner
/12-23/93	Berkley Mariott Marina	Berkley	CA	250 for 10 days	Tech Prep Planning and Implementation for Urban Schools		Myrtle Stogner
/22-27/94	NCRVE	Berkeley	CA	50	Urban Schools Tech Prep Institute Planning		Myrtle Stogner
/4-6/94	Jobs For The Future	Washington	DC	30	Jobs For The Future	Hillary Pennington	Myrtle Stogner
/9-10/93	Georgia Department of Education	Atlanta	GA	150	Richmond Tech Prep Model		M Doug James
/9-10/93	Ozark Technical Community College	Springfield	MO	200	Dissiminate Richmond Model		Myrtle D Stogner

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/9-10/93	SW High School	High Point	NC	50	Tech Prep Model		Myrtle D Stogner
/19-22/93	Joseph S Koury Convention Center	Greensboro	NC	950	Tech Prep Conference		Myrtle D Stogner/LR
/21-22/93	North Carolina Tech Prep Conference	Greensboro	NC	800	Richmond County Tech Prep Model		M Doug James
/25-28/93	NTPN Conference	Atlanta	GA	3000	NTPN (Audrey McCain Student Representative		Myrtle D Stogner
/25-28/93	North Carolina Tech Prep Network Confernce	Atlanta	GA	200	Round Table Discussion Business/Industry		Jimmy Blair, Burlington Ind.
/29/93-10/1/	Holiday Inn	Greensboro	NC	50	Supervisor's Mini-Conference & NCCTM		Yvonne Jordan
/14/93	Muskegon Community College	Muskegon	MI	60	Meeting with secondary, middle school, & college counselors	Carol Maloney	Myrtle D Stogner/Doug James
/14/93	Wake County	Raleigh	NC	35	CC Leadership Ins.		Linda Keaton
/19/93	League for Innovation in Community Colleges	Washington	DC	90	Richmond Tech Prep Model		Grimsley/Crabbe/Honeycutt

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/28/93	Henderson County Board of Education	Henderson	KY	1	Richmond Model (Technical Assistance)		Myrtle D Stogner
/29/93	Sandhills Community College	Southern Pine	NC	2	Technical Assistance-Physics Principals Of Technology		Myrtle D Stogner
/2/93	RCC	Hamlet	NC	2	Interview for Magazines		Myrtle D Stogner
/4/93	Mississippi Department of Education	Starkville	MS	300	Richmond Tech Prep Model		Myrtle D Stogner
/6/93	Richmond County Tech Prep	Rockingham	NC	25	Richmond Tech Prep Model Project Implemenation		Myrtle D Stogner
/9/93	State of Georgia Dept of Education	Atlanta	GA	300	Richmond Tech Prep Model		Grimsly/James/Stogner/Crabbe
/10/93	Southern Illinois Community College	Harrisburg	IL	300	Tech Prep Overview		Ralph Robertson
/11/93	Lakeland College	Mattoon	IL	500	Overview of Tech Prep Components		Ralph Robertson
/12/93	Kankakee Community College	Kankakee	IL	400	Overview of Tech Prep Program		Ralph Robertson

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/13/93	Kankaskia College	Centralia	IL	450	Overview of Tech Prep Program		Ralph Robertson
/13/93	RJR Awards Review			50	Richmond Tech Prep Model		Joe Grimsley
/13/93		Pinehurst	NC	50	RJR Awards		Myrtle D Stogner/LR
/16/93	Rowan County	Salisbury	NC	150	Richmond Tech Prep Model		Myrtle D Stogner
/24/93	Bladen County Schools	Raleigh	NC	15	Algebra Workshop		Yvonne Jordan
/26/93	Union County	Monroe	NC	75	Richmond Tech Prep Model		Myrtle D Stogner
/31/93	Columbus County Schools	Lake Waccamaw	NC	1	Assist Applied Math Teacher at East Columbus High		Yvonne Jordan
/9/93	Columbus County	Whiteville	NC	100	Planning for Tech Prep		Myrtle D Stogner
/11/93	Springfield Schools	Springfield	MS		Richmond Tech Prep Model		Myrtle D Stogner

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/14/93	A & V CO	High Point	NC	5	Video tape production for conference		Myrtle D Stogner/MW
/15/93	Education Building	Raleigh	NC	50	Richmond Tech Prep Model-National Perspective		Myrtle D Stogner
/21/93	North Carolina Tech Prep Conference	Greensboro	NC	55	Using selected CORD Applied Math Units in Algebra		Yvonne Jordan
/26/93	North Carolina Tech Prep Network Confernce	Atlanta	GA	200	Disseminate successful practices of the Richmond Model		Myrtle Stogner
/28/93	National Tech Prep Conference	Atlanta	GA	30	Integrating SCANS into the Tech Prep curriculum		Anne Crabbe/Yvonne Jordan
/30/93	Richmond County Schools	Rockingham	NC		Tech Prep Marketing/Calendar of Events		Marth Webb
/30/93	RCS Central Office	Hamlet	NC	15	Tech Prep Calendar Planning		Myrtle D Stogner/Martha Webb
0/5/93	Raleigh Workforce Prep	Raleigh	NC	50			Myrtle D Stogner
0/6/93	Whiteville City Schools	Whiteville	NC	13	Applications in Algebra		Yvonne Jordan

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DATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
10/7/93	Tops Office	Raleigh	NC	50	Scoring Open-Ended Algebra 1 items		Yvonne Jordan
10/11/93	Middleton Career Center	Middletown	OH	175	Richmond Tech Prep Model		Myrtle D Stogner
10/11/93	Mountain Empire Community College	Big Stone Gap	VA	50	Guidance Component		Ralph Robertson
10/11/93		Yadkinville	NC	60			
10/12/93	Yadkin County Schools Central Office		NC	60	Overview TP program and strategies for implementation		Linda Keaton
10/13/93	Richmond Community College	Hamlet	NC	50	Forum-Current Issues in Education		Myrtle Stogner
10/20/93	Clarksdale Career Center	Clarksdale	MS	65	Richmond Tech Prep-Adopter Technical Assistance		Myrtle D Stogner
10/21/93	Senatobia Community College	Senatobia	MS	300	Richmond Tech Prep Model-Technical Assistance		Myrtle D Stogner
10/22/93	Quality Training for Global Competition	Greensboro	NC	30	Tech Prep In North Carolina		M Doug James

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
0/25/93	Sheraton	Durham	NC	50	math, Science Educational Network meeting		Yvonne Jordan
0/26/93	Whiteville City Schools	Whiteville	NC	13	Applications in Algebra		Yvonne Jordan
0/27/93	Richmond County Schools	Rockingham	NC	12	Using Calculators in grades 4-6		Yvonne Jordan
0/28/93	Richmond County	Hamlet	NC	20	Workshop-Algebra 1 Open-Ended Test Items		Yvonne Jordan
1/1/93	Richmond County	Hamlet	NC	10	Staff meeting (Carl Howald EQUALS)		Yvonne Jordan
1/1/93	RSHS	Rockingham	NC	11	Staff Meeting-Field Testing Scheduling		Sarah Hamilton
1/1/93	Rutherford County Schools	Spindale	NC	35	Adopter Site Steering Committee Meeting		Myrtle D Stogner
1/3/93	Anson County	Wadesboro	NC	1	EQUALS Dissemination		Yvonne Jordan
1/4/93	Harrisburg Schools	Harrisburg	VA	25	Disseminate Richmond Model		Myrtle D Stogner

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ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
1/4/93	Richmond County	Hamlet	NC	12	EQUALS Project		Yvonne Jordan
1/4/93	Scotland County	Laurinburg	NC	1	EQUALS Project		Yvonne Jordan
1/5/93	Pembroke State	Pembroke	NC	41	Workshop		Sarah Hamilton
1/5/93	Martin Community College (Janet Knox)	Williamston	NC	2	Technical Assistance (Adopter)		Myrtle D Stogner
1/8/93	Koury Convention Center	Greensboro	NC	120	Testing/Technology		Sarah Hamilton
1/9/93	Koury Convention Center	Greensboro	NC	260	Conference		Sarah Hamilton
1/10/93	Friday Center	Chapel Hill	NC	100	The Basics of Tech Prep & Integrating Vocational		Myrtle D Stogner
1/10/93	Koury Convention Center	Greensboro	NC	98	Science Seminar		Sarah Hamilton
1/10/93	Holiday Inn	Greensboro	NC	200	Testing Conference		Yvonne Jordan

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
1/10/93		High Point	NC	31	NC Science Teachers/Presider		Sarah Hamilton
1/10/93	Tech Prep Collaborative Leadership Confernce	Chapel Hill	NC	50	Education and marketing Tech Prep		M Doug James
1/11/93	Wake County	Raleigh	NC	12	Workshop		Yvonne Jordan
1/15/93	Mayhew/ Columbia, Mississippi Tech Prep Project	Mayhew	MS	100	Richmond County Tech Prep Resolts		M Doug James
1/15/93	RSHS	Rockingham	NC	85	On-Site		Myrtle D Stogner
1/16/93	Guilford County	Greensboro	NC	8	Workshop		Sarah Hamilton
1/18/93	Richmond Sr. High School	Rockingham	NC	5	Workship-Biology Field Tests Scoring		Sarah Hamilton
1/18/93	Georgia Tech Prep conference	Savanah	GA	250	Richmond Tech Prep Model Evaluation		Myrtle D Stogner
1/19/93	Robeson County	Lumberton	NC	1	Janice Fields (Technical Assistance)		Myrtle D Stogner

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
1/22/93	Urban Tech Prep Coordinators Meeting	Asheboro	NC	12	Discuss problems urban schools face with Tech Prep		Myrtle Stogner
1/30/93	Jones County Jr. College	Ellisville	MS	120	Disseminate Successful Practices of Richmond Model		Myrtle Stogner
1/30/93	Jones Jr. College	Ellisville		50	Richmond County Tech Prep Model		M Doug James
1/30/93	Jones Jr. College	Ellisville	MS	200	Richmond Tech Prep Model		DJ, RR, JG, MS
2/2/93	Richmond County Schools	Hamlet	NC	10	Geometry Proofs and Projects		Yvonne Jordan, J. Paxton, T. Mercer
2/3/93	Richmond County Schools	Hamlet	NC	15	Math Manipulatives Workshop for Chapter I Teachers		Yvonne Jordan
2/15/93	Moore County Schools	Carthage	NC	15	Soaring Algebra I Open-Ended Items		Yvonne Jordan
2/21/93	Union Of IL	Champlain	IL	1	Interview Re Tech Prep Implementation		Myrtle D Stogner
5/94	Three Rivers Community College	Poplar Bluff	MO	250	The Richmond Model	Sue Wagner-Flowers	Myrtle D. Stogner

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/6/94	Richmond, Anson and Scotland Counties			30	EQUALS Training		Yvonne Jordan
/6/94	Mitchell County Schools	Bakersville	NC	15	Tech Prep Steering Committee Planning	Tim Hensley	Myrtle D Stogner
/6/94	Mitchell County Schools	Bakersville	NC	15	The Richmond Model	Tim Hensley	Myrtle D. Stogner
/7/94	Haywood County Schools	Waynesville	NC	30	Tech Prep Committee Chairs TP Planning	Leland T Blankenship	Myrtle D Stogner
/7/94	Haywood County Schools	Waynesville	NC	30	Tech Prep Evaluation	Leland Blankenship	Myrtle D. Stogner
/10/94	SERVE	Greensboro	NC	15	Update on research efforts	Wendy McColskey	Wendy McColskey
/11/94	Urban Schools Coordinators	Asheboro	NC	8	Issues in Urban Schools		Myrtle D. Stogner
/13/94	TP Leadership Center	Hamlet	NC	45	TP Visit	Ralph Robertson	Joe Grisley
/13/94	Richmond County Schools	Hamlet	NC	10	Using Computers in Geometry		J. Paxton, Yvonne Jordan-Coordinator

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/15/94	NC Department of Community College	Goldsboro	NC	40	Math Curriculum Workshop		Myrtle D. Stogner
/19/94	Feezor Scholarship Board	Charlotte	NC	20	Scholarship Recipients		Myrtle D. Stogner
/20/94	Sandhills Community College	Pinehurst	NC	30	State Tech Prep Advisory Committee Meeting	Myrtle D. Stogner	Myrtle D. Stogner/Hubert Terry
/21/94	Richmond County Schools	Hamlet	NC	10	Hands-On Geometry		Wilma Shealy, Yvonne Jordan-Coordinator
/21/94	Union County Schools/Wingate College	Wingate	NC	25	Steering Committee Meeting	Linwood Ward	Myrtle D. Stogner
/25/94	North Carolina State University	Raleigh	NC	15	Overview of Tech Prep & Aplied Mathematics Units		Yvonne Jordan
/25/94	Bertie County Schools	Windor	NC	56	Integrating Academic/Vocational & Technical Education		Sarah Hamilton
/25/94	Bertie County Schools	Windsor	NC	85	Richmond Model	Eugene Roscoe	Myrtle Stogner, Sarah Hamilton
/26/94	Rutherford County Schools/Chase High School	Forest City	NC	75	On-site Evaluation	Raymond Liles	Myrtle D. Stogner

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/27/94	Richmond, Anson, & Scotland Counties			30	EQUALS Training		Jim Henley, Yvonne Jordan-Coordinator
/27/94	Rutherford County Schools/E. Rutherford High	Forest City	NC	66	On-Site Tech Prep Evaluation	Raymond Liles	Myrtle D. Stogner
/28/94	Rutherford County Schools/Spindale High	Spindale	NC	75	On-Site Tech Prep Evaluation	Raymond Liles	Myrtle D. Stogner
/28/94	Rutherford County Schools	Spindale	NC	12	Plans for Tech Prep Improvement	Roger T. Petty	Myrtle D. Stogner
/30/94	Selma Publishers/	Daytona Beach	FL	15	Integrating science/math and technology		Dr. Dan Huff
/31/94	League for Innovation in the Community College	New Orleans	LA	41	Tech Prep Associate Degree: Richmond Model	Joe Grimsley	Joe Grimsley
/31/94	Richmond Senior High School	Rockingham	NC	8			Sarah Hamilton
/31/94	Dona Ana Branch Community College	Las Cruces	NM	25	Tech Prep Evaluation	Dr. Joan Pharr	Myrtle D. Stogner
/1/94	Dona Ana Branch Commmunity College	Las Cruces	NM	75	Total Model	Dr. Joan Pharr	Myrtle D. Stogner

DATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
2/1/94	Dona Ana Branch Community College	Las Cruces	NM	125	Clusters and Pathways	Dr. Joan Pharr	Myrtle D. Stogner
2/2/94	Pamlico County Schools	Bayboro	NC	30	Tech Prep Evaluation	Beulah Prescott	Myrtle D. Stogner
2/3/94	Columbus County Schools/Southeastern Comm Col	Whiteville	NC	15	Meeting with Tech Prep Evaluation Committee	Al Phillips	Myrtle D. Stogner
2/4/94	Pamlico County Schools	Oriental	NC	48	Applied Academics		Sarah Hamilton
2/4/94	Richmond County Chamber of Commerce	Rockingham	NC	20	T.P. Industry Cooperation	Stewart Ames	Joe Grimsley
2/7/94	Michigan Department of Education T. P. Confer	Grand Rapids	MI	85	Richmond County Tech Prep Model	Carol Maloney	Myrtle D. Stogner
2/8/94	Michigan Department of Education TP Conference	Grand Rapids	MI	65	Richmond County, North Carolina, A Total Model	Carol Maloney	Myrtle D. Stogner
2/10/94	Richmond, Anson, & Scotland Counties			30	EQUALS Training		Jim Henley, Yvonne Jordan-Coordinator
2/15/94	Scotland County Schools	Laurinburg	NC	10	Scoring Algebra I and Open-Ended Test Items		Yvonne Jordan

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/17/94	Richmond Senior High School	Rockingham	NC	67	On-Site Presentation/Applied science for Tech Prep Curriculumn	Myrtle Stogner	Sarah Hamilton
/21/94	NASSP Convention	New Orleans	LA	175	Tech Prep Implementation: The Richmond County Model		Myrtle D. Stogner
/22/94	NASSP Convention	New Orleans	LA	80	Tech Prep Implementation: The Richmond County Model		Myrtle D. Stogner
/22/94	Delgado Tech Prep	New Orleans	LA	110	Strategies For Making Curriculum Integration Happen	Tony Molino	Myrtle D. Stogner
/24/94	Richmond, Anson, & Scotland Counties			30	EQUALS Training		Jim Henley, Yvonne Jordan-Coordinator
/24/94	Union County Schools	Monroe	NC	30	Tech Prep Business & Industries Committee	Linwood Ward	Myrtle D. Stogner
/3/94	Workforce Preparedness Commission	Raleigh	NC	2	Meeting with Sandra Babb - conference planning		Myrtle D. Stogner
/3/94	NC Department of Public Instruction	Raleigh	NC	2	Meeting with June Atkinson - Conference Planning		Myrtle D. Stogner
/4/94	Hertford County Schools	Williamston	NC	40	Workforce Development	Kathy Putman	Myrtle D. Stogner

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/5/94	NCRVE	Chicago	IL	65	The Richmond Model		Myrtle D. Stogner
/6/94	NCRVE	Chicago	IL	70	The Richmond Model		Myrtle D. Stogner
/8/94	Tech Prep Collaborative Leadership Seminar	Charlotte	NC	30	Integrating Academics & Vocational Courses		Yvonne Jordan
/8/94	Tech Prep Collaborative Leadership Service	Charlotte	NC	10	Incorporating Applications & Technology in Mathematics		Yvonne Jordan
/8/94	Charlotte/Mecklenburg County Schools	Charlotte	NC	22	The Tech Prep Model/Applied Science	Emily Freelind	Sarah Hamilton
/9/94	Franklin County Schools	Louisburg	NC	250	Tech Prep Success Stories	Barbara Sherrick	Myrtle D. Stogner
/14/94	Muskegon Community College	Muskegon	MI	200	The Richmond Count Tech Prep Model	Carol Maloney	Myrtle D. Stogner/Doug James
/17/94	NCHEA	Asheville	NC	25	The Richmond Model		Myrtle D. Stogner
/25/94	NC Department of Public Instruction	Raleigh	NC	6	Conference Planning with DPI,DCC, and Workforce Commiss	Myrtle D. Stogner	Myrtle D. Stogner

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DATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
3/28/94	Northampton Community College	Bethlehem	PA	90	Tech Prep: From a Natinal Perspective	Laurie Hackett	Myrtle D. Stogner
3/29/94	Commision on Workforce Preparedness	Durham	NC	200	TP School To Work Transistion		Joe Grimsley
3/30/94	NSTA Convention	Anaheim	CA	87	Hands on Applicaitons in Science for the selected areas		Sarah Hamilton/ Gwendalyn Henderson/ Dr Vallie
4/10/94	National Tech Prep Convention	Baltimore	MD	24	Model Round Table Discussion/Applied Academics		Sarah Hamilton/Magaret Leak
4/10/94	National Tech Prep Convention	Baltimore	MD	15	Maintaining Momentum		Myrtle Stogner/Sarah Hamilton
4/11/94	NTPN	Baltimore	MD	25	Evaluating Tech Prep	Laura Esperance CORD	Myrtle Stogner
4/11/94	NTPN	Baltimore	MD	50	Marketing Tech Prep	Laura Esperance CORD	Diane Honeycutt
4/11/94	NTPN Baltimore Convention Center	Baltimore	MD	50	Tech Prep Staff Training	Laura Esperance CORD	Sarah Hamilton
4/12/94	NTPN	Baltimore	MD	45	Evaluation of Tech Prep	Laura Esperance CORD	Myrtle Stogner

DATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
5/24/94	NC Tech Prep Advisory board	Shelby	NC	28	Richmond Model	Myrtle Stogner	Sarah Hamilton
5/24/94	Cleveland Community College	Shelby	NC	40	State Tech Prep Advisory Committee Meeting		Myrtle D. Stogner/Hubert Terry
6/8/94	Richmond County Schools	Hamlet	NC	2	Meeting with Barbara Hayworth concerning Science Team		Myrtle D. Stogner
6/9/94	Poudre School District R-1	Fort Collins	CO	5	Richmond County Tech Prep Model	Linda Williams	Myrtle D. Stogner
6/9/94	Poudre School District R-1	Fort Collins	CO	5	Richmond County Tech Prep Model	Linda Williams	Ralph Robertson
6/9/94	Poudre School District R-1	Fort Collins	CO	5	Richmond County Tech Prep Model	Linda Williams	M. Doug James
6/9/94	Poudre School District R-1	Fort Collins	CO	5	Richmond County Tech Prep Model	Linda Williams	Sarah Hamilton
6/9/94	Poudre School District R-1	Fort Collins	CO	5	Richmond County Tech Prep Model	Linda Williams	Martha Webb
6/9/94	Poudre School District R-1	Fort Collins	CO	5	Richmond County Tech Prep Model	Linda Williams	Diane Honeycutt

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/14/94	Pinehurst Hotel	Pinehurst	NC	2	RJR Review planning		Myrtle D. Stogner
/14/94	Holly Inn	Pinehurst	NC	2	RJR Review planning		Myrtle D. Stogner
/14/94	Moore County Schools	Carthage	NC	3	Evaluation of Tech Prep		Myrtle D. Stogner
/14/94	NC DPI/NC DCC	Fayetteville	NC	4	Planning Tech Prep Conference		Myrtle D. Stogner
/16/94	AHEA	San Diego	CA	8	Tech Prep and Home Economics		Myrtle Stogner
/17/94	AHEA	San Diego	CA	12	Tech Prep and Home Economics - Strategic Plan		Myrtle Stogner
/18/94	AHEA	San Diego	CA	64	Richmond County Tech Prep Model		Myrtle Stogner
/30/94	Selma City Schools	Selma	AL	2	Richmond County Tech Prep Model	F. D. Reese	Myrtle D. Stogner
/18/94	Richmond County Schools	Hamlet	NC	2	Gathering data for research	Steve Haymore	Myrtle Stogner

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/19/94	Richmond County Schools	Hamlet	NC	2	Curriculum Standards	Rosemary Norton	Myrtle Stogner
/20/94	Richmond Sr. High School	Rockingham	NC	2	Tech Prep Steering	Ralph Robertson	Myrtle Stogner
/20/94	Southeastern Community College	Whiteville	NC	2	Adopter	Al Phillips & Linda Rozelle	Myrtle Stogner
/21/94	SERVE	Hamlet	NC	20	Quarterly Evaluation		Myrtle Stogner
/28/94	Richmond Community College	Hamlet	NC	2	Data gathering		John Wester/Myrtle Stogner
/1/94	RCS/RCC	Hamlet	NC	30	Placement Testing Discussion	Jerry Melton	MDS
/2/94	NC Vocational Education Summer Workshop	Greensboro	NC	75	Special Populations Coordinators Role in Tech Prep		Jennette Carpenter & Helen Scholl
/2/94	RCS/RCC	Greensboro	NC	6	NC Tech Prep Conference 94 Planning	Deborah Bradshaw	Myrtle Stogner
/3/94	NCDCC -Executive Management Leadership Inst.	Hamlet	NC	29	Experience with Tech Prep / 1987-1994	Dr. Alvrirez, NCSU	Joseph W. Grimsley

DATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
8/3/94	RSHS	Rockingham	NC	2	getting transcripts copied for research	Ralph Robertson	MDS
8/3/94	RSHS	Rockingham	NC	3	gathering Community College data for research	John Wester & Lawanda McDonald	MDS
8/12/94	RJR Tech Prep Awards	Pinehurst	NC	40	RJR Review Committee Meeting 1994 Awards	Don Haver	MDS & Gerald Pumphrey
8/16/94	RCS	Hamlet	NC	2	Tech Prep planning	Herman Williams	MDS
8/25/94	RCS	Rockingham	NC	4	Articulation/Curriculum Review Standards	Barbara Hayworth, Margaret Leake & Judy Paxton	MDS
9/8/94	RCS	Rockingham	NC	2	Tech Prep planning/Richmond Steering Committee	Ralph Robertson	MDS
9/14/94	Tech Prep Conference 94	Greensboro	NC	100	Strategies That Work for Coordinators		MDS
9/15/94	NC Tech Prep Conference 94	Greensboro	NC	100	Youth Apprenticeship Program: A Tech Prep Component		Martha Webb, Myra Deane & Diane Wood
9/15/94	NC Tech Prep Conference 94	Greensboro	NC	138	Just For the Beginner		MDS & Ralph Robertson

DATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
9/15/94	NC Tech Prep Conference 94	Greensboro	NC	70	Retrieval, Remediation or Tutorial		Judy Paxton, Yvonne Jordan & Terry Mercer
9/15/94	NC Tech Prep Conference 94	Greensboro	NC	100	Best Practices Carousel		Diane Honeycutt & David Adeimy
9/15/94	NC Tech Prep Conference 94	Greensboro	NC	15	Ten Years Experience in Tech Prep	Myrtle Stoger	Joe Grimsley & Doug James
9/19/94	Applied Communication Workshop	Hamlet	NC	20	Applied Literature Workshop		Ken Brown
9/20/94	The Massachuttes Mathematics Forum for Bus & Ed Leaders	Boston ✓	MA	70	Connecting Mathematics from Classroom to Workplace	Nancy Love	MDS
9/23/94	RCC	Hamlet	NC	3	Interview for researcher job	Gaynell Davis	MDS & Diane Honeycutt
9/27/94	RCS/RCC	Rockingham	NC	185	Articulation/Curriculum Review Standards (Communication)		MDS & Margaret Leake
10/5/94	RCS/RCC	Rockingham	NC	180	Articulation/Curriculum Standards Review (Science)		MDS/Barbara Hayworth
10/7/94	RCS/RCC	Hamlet	NC	3	Tech Prep Planning	Martha Webb/Diane Honeycutt	Myrtle Stogner

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DATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
10/10/94	Whitfield Co. Schools	Dalton	GA	75	Presentation on TP Implementation to vocational staff	Mike Sikes	Myrtle Stogner
10/11/94	Vatavia High School	Hamlet	NY	2	Tech Prep Orientation	Raymond Walker	Myrtle Stogner
10/16/94	NC CC Instructors Conference	Greensboro	NC	300	Tech Prep Exhibit		
10/22/94	Nassau County TP Consortium	Albany	NY	60	Tech Prep Implementation Presentation	Mary Mirabito	Myrtle Stogner
10/25/94	RCS/RCC	Rockingham	NC	180	Articulation/Curriculum Standards Review (Math)		MDS/Judy Paxton
10/26/94	State Tech Prep Advisory Meeting	Greensboro	NC	19	Quarterly Meeting		MDS/Hubert Terry
10/26/94	RCS/RCC	Rockingham	NC	25	TP County Wide Steering Committee Meeting		
10/28/94	NTPN	Minneapolis	MN	125	Presentation on the Richmond County TP Project	Maurice Dutton	Myrtle Stogner
11/2/94	Franklin County Schools	Louisburg	NC	30	Presentation on the Applied Approach to Tech Prep	Barbara Sherrick	Myrtle Stogner

ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
1/8/94	SERVE	Hamlet	NC	2	Follow up on Innovation & Technology Conference	Wendy McColskey	Myrtle Stogner
1/16/94	Congressional Briefing	Washington	DC	25	Tech Prep Findings	Julie Vitalie	Myrtle Stogner
1/16/94		Washington	DC	20	Briefing to World Bank		
/9/95	RCS & RCC	Hamlet	NC	4		Don Martin, Joe Grimsley & Dianne Honeycutt	Myrtle Stogner
/10/95	NC DPI	Raleigh	NC	2	Meeting with State Superintendent	Bob Etheridge	Myrtle Stogner
/10/95	RCS & RCC	Hamlet	NC	38	Guidance Team	Trent Strickland	Trent Strickland & Martha Webb
/12/95	RCS & RCC	Hamlet	NC	30	Career Counseling for TP/STW Transition	Trent Strickland	Trent Strickland & Martha Webb
/13/95	NC Legislature Richard Conder	Hamlet	NC	2	Tech Prep Leadership		MDS
/17/95	SERVE	Greensboro	NC	4	Transcript/Placement Study	MDS	Dr. Wendy McColsky, Dr. Pam Finney & Mr. Pat Harmon

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ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/17/95	Pictures/Video Filming	Hamlet	NC	30	Visual productions of TP students	Phil Smoot	Martha Webb & Diane Honeycutt
/19/95	NC State TP Advisory	Fayetteville	NC	19	Quarterly meeting	MDS	Don Haver
/20/95	Betty Feezor Foundation	Charlotte	NC	20	Scholarships	MDS	MDS
/26/95	SERVE - Tallahasse FL Quality Assurance	Atlanta	GA	10	Apprenticeship	MDS	Betty Fry
/30/95	Robeson County Schools	Lumberton	NC	5	Robeson County TP Evaluation - Refocus	Linda Walters	Myrtle Stogner
/3/95	NC Dept of Public Instruction	Raleigh	NC	2	Future of Tech Prep in N.C.	Mike Frye	MDS
/10/95	Phil Smoot	Hamlet		30	Pictures	Phil Smoot	MDS
/22/95	Rockingham Jr. High School	Rockingham	NC	2		Kim Abrams	MDS
/27/95	Northwest College	Powell	WY	6	On-Site visit	Stan Christensen	MDS, M. Webb, D. Honeycutt & R. Robertson

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ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/27/95	Richmond County Schools	Hamlet	NC	2	Tech Prep Project	Herman Williams	MDS
/1/95	Robeson County Schools	Lumberton	NC	25	Tech Prep Implementation		Myrtle Stogner
/13/95	Richmond County Schools/RSHS	Rockingham	NC	125	Report by SERVE of Transcript Study	Pam Finney	Pam Finney
/15/95	NC Department of Public Instruction	Raleigh	NC	5	Future of Tech Prep in NC	Roger Jackson	Myrtle Stogner/Bob Etheridge
/21/95	Tech Prep Executive Steering Committee	Rockingham	NC	9	Tech Prep Planning	Martha Webb	Joe Grimsley/Myrtle Stogner
/7/95	Rural Economic Development Institute	Asheboro	NC	45	Work Force Development	Kathy Putnam	Myrtle Stogner
/10/95	Richmond County Schools/Richmond CC	Hamlet	NC	15	School to Work Meeting	Martha Webb	Martha Webb
/11/95	NC Department of Community Colleges	Raleigh	NC	2	Post Secondary Policy Development		Myrtle Stogner/Danny Greene
/12/95	NC State Board of Education	Raleigh	NC	2	Secondary Education Policy Development		Myrtle Stogner/Jay Robinson

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ATE	INSTITUTION	CITY	STATE	ATTENDED	TOPIC/PURPOSE	CONTACT PERSON	CONDUCTED BY
/13/95	Anne Crabbe/Scotland County Schools	Laurinburg	NC	2	Planning for Wyoming presentation		Myrtle Stogner
/17/95	Clark County School District	Athens	GA	40	Implementation Strategies	Jim Hanks	Myrtle Stogner
/18/95	Athens Area Technical Institute	Athens	GA	100	Tech Prep Model	Carroll Humphries	Myrtle Stogner
/20/95	Wyoming Department of Education	Cheyenne	WY	30	Implementation Strategies	Linda Carter	Myrtle Stogner/Anne Crabbe
/27/95	NC FHA/HERO State Leadership Conference	Raleigh	NC	100	Judge FHA/HERO Competitive Events		Myrtle Stogner
/3/95	Richmond County Schools/Richmond CC	Hamlet	NC	5	Final SERVE Report	Myrtle Stogner/Wendy McColskey	Wendy McColskey
/5/95	NC DPI/NC DCC	Hamlet	NC	3	Tech Prep Transition with the State		Myrtle Stogner
/23/95	State Tech Prep Advisory Committee	Winston-Salem	NC	32	Quarterly State Tech Prep Advisory Committee Meeting		Don Haver
/5/95	Mississippi Gulf Coast Community College	Gulfport	MS	150	Tech Prep Implementation		Myrtle Stogner

MYRTLE DAVIS STOGNER
335 Curtis Drive
Rockingham, North Carolina 28379
Office Phone: 919/582-7187
Home Phone: 919/895-2179 Fax Number: 919/582-7028

Employment - Present: Director of North Carolina Tech Prep Leadership Development Center
Director of Vocational Competency Achievement Tracking System for North Carolina - Richmond Site
President of M.D. Stogner, Inc. Educational Consultant Services

History: Halifax County Schools, Scotland Neck High School - Home Economics Teacher
Memphis, Tennessee - Memphis City Schools Home Economics and Science Teacher
Richmond County Schools, Rockingham and Hamlet City Schools - Voc. Home Economics Teacher and 8th grade English Teacher
Richmond County Schools - Director of Vocational Education
Director of Pee Dee Tech Prep Project

Education:
College: East Carolina University, Greenville, North Carolina, Vocational Home Economics and Science Bachelor of Science Degree - Home Economics
Graduate Study: University of North Carolina at Greensboro Master of Education Degree - Home Economics
Sixth Year Program: University of North Carolina at Charlotte Educational Administration

Major Achievements:
- Served on North Carolina State Advisory Council on Education
- North Carolina Vocational Educator of the Year Award
- Richmond County Teacher of the Year Award
- Home Economics Teacher Participant - Congressional Hearing
- Provided leadership for development of pre/post vocational competency based instructional testing program in Richmond County Schools
- Developed extensive use of community resources and Advisory Council to constantly update and improve vocational programs in school system
- Served on National State Advisory Council Committee
- Committee Chairman for North Carolina Directors of Vocational Education
- Provided leadership for Tech Prep program development
- Project Director - Vocational Competency Achievement Tracking System - Richmond Project since 1977
- Pee Dee Tech Prep Project Director
- Treasurer of National Association of Vocational Home Economics Teachers

- Member of North Carolina Vocational Association, State Advisory Council
- 1991 President of North Carolina Home Economics Association
- Director of North Carolina Tech Prep Leadership Development Center

Personal:

- Member of First Baptist Church in Rockingham
- Sunday School Teacher
- Past Deacon
- Past President of Rockingham Women's Civic Club
- Past President of Rockingham Garden Club
- Mother of two daughters and three grandchildren

APPENDIX B

Flora Diane Honeycutt
602 Hawthorne Street
Hamlet, North Carolina 28345
Phone: (919) 582-1590

EDUCATION

North Carolina State University, Raleigh, North Carolina, 1988-1990. 11 hours credit. (Currently in Doctoral Program in Adult and Community College Education - 1991)

Appalachian State University, Boone, North Carolina. Specialist Degree in High Education (Supervision and Administration). 1977-1979

North Carolina State University, Raleigh, North Carolina.. Master's in Guidance and Personnel Services (Class G North Carolina Certificate) 1972-1974

Appalachian State University, Boone, North Carolina. Bachelor of Science in History and Political Science. (Class A North Carolina Teaching Certificate) 1965-1969

EXPERIENCE

Richmond Community College, Hamlet, North Carolina. Vice President for Student Development, 1985-Present, (1983-1985, Director of Student Development, change of title due to reorganization).

Duties: Performing the function of the chief Student Development officer for the college reporting directly to the president. Duties include structuring and supervising the total Student Development program in accordance with the educational goals of the college and the needs of the students. Areas of responsibility include: marketing and recruiting, admission, records, counseling, financial aid, veterans affairs, testing, alumni, articulation with high schools (Tech Prep) and four year colleges, job placement, faculty advising, health, housing, foreign student affairs, Title IX and 504 administration, etc. Also responsible for all FTE accounting for the college.

Counselor/Financial Aid/Placement Officer, Richmond Community College, Hamlet, North Carolina. 1975-1983

Duties: Maintaining a comprehensive Placement Office including working with industry in placing students in suitable jobs. Financial aid entailed the responsibility for all institutional financial aid; plus coordination of all aid (e.g. Veterans) of students. This involved an annual institutional budget of over $250,000 including the recruitment, hiring, and indirect supervision of all work-study students on campus and maintaining an affirmative action file on these. Other duties included being the Alumni Officer and working with admissions, along with assisting individual students in the areas of social, academic, career counseling, etc. Also in charge of Student Development department when the Director was off-campus.

Reason for Leaving: Promotion

Registrar, Richmond Community College, Hamlet, North Carolina.

Duties included those normally involved in the organization and administration of an Admissions and Registrar's Office. Specifics included the recruitment of students; testing; interviewing; counseling; establishment and implementation of all registration procedures; responsibility for maintenance of all student records; completion of all federal, state, and local reports pertaining to the student enrollment and granting of transfer credits from other institutions. Another major aspect of the job was the complete responsibility of the veterans program of the school. This included everything from the writing of the programs for the VA approval to the actual counseling of veterans as to what the VA educational benefits were to the actual certifying of the veterans and granting credit for prior schooling. Other duties, such as working with all students on Vocational Rehabilitation, Social Security, CETA, and Railroad Retirement, along with the planning of orientation programs, graduation programs and registration.

Reason for Leaving: Promotion

Learning Laboratory Coordinator and Part-time Political Science Instructor, Richmond Technical Institute, Hamlet, North Carolina.

Duties: testing, placing, counseling, and assisting students in programed instruction. Also taught an introductory political science course to the curriculum students.

Reason for leaving: Promotion

Student Personnel Assistant, Richmond Technical Institute, 5/69-7/69 (part-time)

Duties: Doing routine clerical duties plus writing recruitment news stories for local papers, along with helping with the planning of orientation for new students.

Reason for leaving: Full-time job position

COMMITTEE AND EXTRACURRICULAR ASSIGNMENTS WHILE AT RCC:

Co-Chairperson - RTC 20th and RCC 25th Anniversary Committees
Chairperson, Graduation Committee
Chairperson, Orientation Committee
Chairperson, Financial Aid Committee
Chairperson, Student Appeals Committee
Chairperson, Discipline Committee
Veterans Club Advisor
Cheerleader Advisor
Alumni Association Advisor
President's Inauguration Committee
Chairperson, Admissions Committee
Curriculum Committee
Chairperson, Special Activities Section of Institution Self Study (1972)
Affirmative Action Committee
Veterans Advisory Committee
Chairperson, Retention Committee
Served on three North Carolina Accreditation teams
Consultant to Southwestern Technical Institute Career Center
Institutional Salary Plan Development Committee
Steering Committee for 1982 Institutional Self-Study
RCC Planning Council
Chairperson, Articulation Committee
Chairperson, Marketing Committee
Chairperson, Personnel Evaluation Committee
Staff Development Committee
Chairperson, Athletic Committee
Member, Institutional Effectiveness Planning Council
Member, Long Range Planning Committee
Member, Southern Association of Colleges and Schools Accreditation Teams (1982, 1978, 1990, 1991, 1992)

HONORS

Dean's List Student
Outstanding Education in America - 1972
Who's Who of American Women - 1975
Who's Who of American Women - 1977
Outstanding Young Women in America - 1977
Outstanding Young Women in America - 1982
Recipient of Dedication of "Valiant" - 1979 (Annual)
Recipient of Dedication of "Valiant" - 1983 (Annual)
Recipient of ACCTion Internship - 1980 - Career Development at Catonsville Community College, Catonsville, MD.
Certificate of Appreciation - Rockingham Chamber of Commerce - 1981 - for work on Accreditation Committee
Certificate of Appreciation - N. C. Placement Association - 1984
Richmond County Woman of the Year - 1982
Participant in the LEADERS FOR THE 80's (one week session for women administrators in executive management positions in community colleges) - 1985 Phoenix, Arizona
Appointed to N. C. Residency Committee by President Robert Scott - 1985-87
Nominee - Outstanding Woman in NC Award
Participant, N. C. State Leadership Program - 1988
Participant, N. C. Community Colleges Leadership Program, 89-90
Student Development Administrator of Year by SDAA - 1992

PROFESSIONAL AFFILIATIONS:

American Personnel and Guidance Association
North Carolina Placement Association (Membership Committee - 1976), (Professional Development Committee - 1978), (Chairman, Nominating Committee - 1979), (Executive Committee, 1979-1981)
North Carolina Student Financial Aid Administrators
North Carolina Student Development Personnel Services Association (Secretary - 1971; Chairperson, Placement Division - 1977 and 1978; Parliamentarian - 1984)
Carolina's Association of Collegiate Registrars and Admissions Officers (Ethics Committee - 1976), (Recommendation and Evaluation Committee - 1975)
American Association of Women in Community and Junior Colleges
Richmond County Industrial Association (Board of Directors - 1977)
Tau Chapter, Delta Kappa Gamma
Business and Professional Women's Club
North Carolina Student Development Deans Division - 1987-88; Member at Large - 1988-89: Secretary; Chairman, 1990-91
N. C. Association of Women in Junior and Community Colleges Founding Board, 1986; President-Elect, 1987-88; President, 1988-89

PRESENTATIONS AT STATE MEETINGS:

"Career Development and Placement in Two Year Schools" presented at North Carolina Placement Association Annual Meeting (April 28, 1977)
"Counseling Function of the Instructor" presented at North Carolina Community College Conference (June 1, 1977)
"Improving the Marketability of our Students Through Placement" presented at North Carolina Student Services Personnel Association (October 19, 1978)
"Establishing a Career Placement Office for a Community College or Technical Institute" presented at North Carolina College Personnel Association (November 16, 1978)
"Federal Legislation Impact on Student Financial Aid" presented at CORD (August 18, 1982)
"Marketing the Community College" presented January 1985.
"Tech Prep" presented AACJC, 1989.
"Articulation as a Part of Tech Prep" presented Tech Prep State Conference, October, 1989 and September, 1991."
"Role of Student Development in Tech Prep" presented at Tech Prep State Conference, October, 1990.

"How To's of Articulation", presented at Tech Prep State Conference, September 1992.

"The Importance of Career Development in Tech Prep", presented at four locations across the state for N.C. Dept. of Community College, January 1992.

CIVIC RESPONSIBILITIES:

Secretary, Hamlet Board of Election - 1972 to 1976
Chairperson, Richmond County Cancer Crusade - 1976
President, Richmond County Cancer Society - 1978
Richmond County Cancer Society (Vice President - 1977) (Secretary - 1980 to 1984)
Business and Professional Women's Club (Corresponding Secretary - 1978) (President-Elect - 1979 to 1980) (President - 1981) (District VIII Secretary/Treasurer - 1982 to 1983)
Richmond County Education Task Force for Council on the Status of Women
Richmond County Council on the Status of Women (Chairperson, 1981)
Richmond County United Way Board of Directors (1987 - Present) County Education Campaign Chairperson - 1989, 1990, 1991)
Richmond County Chamber of Commerce Board of Directors, 1990 - Present; Vice Chairman, Economic Development, 1991, Vice President, Economic Development, 1992.
Hamlet Hospital Board of Directors, 1990 - Present
Richmond County Civic Index, Stakeholder, 1990 - Present
Richmond County Schools Vocational Advisory Council, (1987- Present

APPENDIX B

MARTHA M. WEBB
P.O. BOX 941
ROCKINGHAM, NC 28379
919-652-5006

Current Position:

Vocational Education Director
Richmond County Schools

Educational/Professional Preparation:

1963-1967	Appalachian State University BS Home Economics Education (VA)
1984-1985	North Carolina State University
1987	Pembroke State University
1985-1988	North Carolina A&T State University MA, Vocational Industrial Education

Certificate Areas:
710 - Home Economics
711 - Vocational Director
745 - Industrial Cooperative Training

Educational Experience:

Sept. 1967 - June 1970	Seventh Grade Language Arts/ Social Studies - Rockingham Jr. High
Sept. 1970 - June 1974	Grade 9-12 Home Economics - Rockingham High School
Sept. 1974 - June 1988	9th Grade Home Economics Rockingham Jr. High
July 1988 - Present	Vocational Education Director Richmond County Schools

Professional/Community Activities:

American Vocational Association (AVA)
American Home Economics Association (AHEA)
N.C. Home Economics Association (NCHEA)
N.C. Vocational Association (NCVA)
N.C. Council of Local Vocational Administrator (NCCLVA)
N.C. Federation of Women's Clubs
Rockingham Intermediate Women's Club
Rockingham Baseball Boosters Association
West Rockingham United Methodist Church
Richmond County 2000 Leadership Task Force.
Richmond County March of Dimes Steering Committee

SUMMARY RESUME

Name: David A. Adelmy

Title: Vice President for Instruction

CURRENT RESPONSIBILITIES

The Vice President for Instruction, under the authority and supervision of the President, is responsible for developing, implementing, and evaluating all curriculum programs. He is responsible for recruiting and recommending instructional candidates for employment to the President and for supervising and evaluating the curriculum faculty and monitoring their professional performance and development. He is also responsible for supervising other staff assigned to this department.

SUMMARY OF PAST EXPERIENCE

United States Army, honorably discharged as a Specialist Five, 1967-1969.

Instructor, Seventh and Eighth Grades, Richmond Academy, Rockingham, North Carolina, 1969-1970.

Sales Service Representative, Hudson Pulp and Paper, Hamlet, North Carolina, 1970-1971.

Assistant Director of Continuing Education, Richmond Technical College, Hamlet, North Carolina, 1971-1978.

Director of Continuing Education, Richmond Technical College, Hamlet, North Carolina, 1978-1985.

Vice President for Instruction, Richmond Community College, Hamlet, North Carolina, 1985-present.

EDUCATION

Degrees

B.S. in Business Administration--University of North Carolina, Chapel Hill, North Carolina, 1967.

M.S. in Higher Education Administration--Appalachian State University, Boone, North Carolina, 1975.

A.A.S. in Business Administration/Accounting Option--Richmond Technical College, Hamlet, North Carolina, 1979.

APPENDIX B

BIO DATA

Joseph W. Grimsley
President
Richmond Community College
P. O. Box 1189
Hamlet, North Carolina 28345

EMPLOYMENT:	President, Richmond Community College, Hamlet, North Carolina (1985 - present)
	Secretary, N.C. Department of Natural Resources and Community Development (1981 - 1983)
	Secretary, N.C. Department of Administration (1977 - 1979, 1981)
	Campaign Director, Jim Hunt Campaigns (1972, 1976, 1980, 1984)
	Assistant Secretary, N.C. Department of Administration (1971, 1973 - 1974)
	Assistant Field Director, Coastal Plains Regional Commission (1968 - 1970)
	Staff of U. S. Peace Corps: Washington, DC and Honduras, Central America (1965 - 1967)
	R. J. Reynolds Tobacco Company: International Sales Trainee, New Orleans, La. (1964)
EDUCATION:	UNC at Chapel Hill: B.A. in International Studies (1961)
	University of the Andes, Bogota, Colombia, South America: Fulbright Scholar (1962)
	George Washington University, Washington, DC: M.A. in International Relations (1964)
	UNC at Chapel Hill: The Executive Program, School of Business Administration (1978)
	Harvard University: State and Local Government Executive Program, JFK School of Government (1983)
	UNC at Greensboro: Institute for Community College Administrators (1988)
PUBLIC SERVICE:	Board of Directors and Vice President for Economic Development, Richmond County Chamber of Commerce (1986 - 1989)
	Pee Dee COG Economic Development Steering Committee (1986 - 1989)
	Chairman, N. C. Tech Prep Leadership Development Center Advisory Committee (1989-present)
	Chairman, Richmond County Site Review Committee for Low Level Radioactive Waste Facility (1989 - present)
MILITARY:	U. S. Army: European Tour (1954 - 1957)
PERSONAL:	Native of Wilson County, North Carolina Wife: Dr. Linda Grimsley, Visiting Professor, Pembroke State University Children: Wayne, Julie, Christy

1/1/91

VITA

Maurice Douglas James (Doug)
Superintendent
Richmond County Schools

EDUCATIONAL EXPERIENCE:

Served as a teacher, principal, assistant and associate superintendent - Superintendent for past 18 years (8 in Richmond County)

EDUCATIONAL AND PROFESSIONAL PREPARATION FROM HIGH SCHOOL TO PRESENT:

Stokes-Pactolus High School, Stokes, N.C. (1955) Diploma

E.C.U., Greenville, N.C. (1959) B.S. Business Education
("A" Certificate)

E.C.U., Greenville, N.C. (1962) M.A. School Administration
Business Administration

U.N.C., Chapel Hill, N.C. (1970) School Administration
Political Science
(6th Yr. Certificate)

Nova University, Fort Lauderdale, Florida - Ed.D. (1986) Areas of study included The Politics of Educational Finance, Educational Resources, The Politics of Education, Marketing Public Education, Public Relations, Research, Educational Leadership, Curriculum and Instructional Design.

Superintendents' Executive Program, Institute of Government, University of North Carolina-Chapel Hill (1987)

PROFESSIONAL:

Member - N. C. Association of School Administrators and American Association of School Administrators

Member - Association for School Supervision and Curriculum Development

Member - N. C. State Committee of Practitioners, Carl Perkins Vocational Education Act

Member - N. C. School Boards Association and National School Boards Association

Member - N. C. Superintendent's Legislative Committee

APPENDIX B

YVONNE JORDAN

716 N. Chapin Road
Aberdeen, NC 28315
(919) 944-3129

EDUCATION:
1970 B.S. Mathematics, East Carolina University, Greenville, NC
1971 M.A.E. Mathematics, East Carolina University, Greenville, NC
1980 Accounting Courses, Piedmont Technical College, Roxboro, NC
1981 Life Office Management Courses, Life of Virginia, Richmond, VA
1982 Investment & Microcomputer Courses, GTI, Greensboro, NC
1987 Education Policy Fellowship Program, Raleigh, NC
1991 Certification in Administration, Pembroke State University, Pembroke, NC

EMPLOYMENT:

1991 - Present	Mathematics Consultant, N.C. Tech Prep Leadership Development Center, Hamlet, NC
1983 - 91	Regional Mathematics Coordinator, N.C. Department of Public Instruction, South Central Regional Education Center, Carthage, NC
1981 - 83	Instructor, Guilford Technical Institute, Greensboro, NC
1980 - 81	Senior Mathematician, Life Insurance Company of Virginia, Richmond, VA
1976 - 80	Mathematics Specialist, Piedmont Technical College, Roxboro, NC
1973 - 76	Math Demonstration Teacher, Alamance County Schools, Graham, NC
1972 - 73	Instructor, Graham High School, Graham, NC
1971 - 72	Instructor, Technical Institute of Alamance, Burlington, NC (Now Technical College of Alamance, Haw River, NC)
1970 - 71	Teaching Fellow, East Carolina University, Greenville, NC

HONORS:
National Honor Society
Chi Beta Phi, Honorary Scientific Fraternity
Pi Mu Epsilon, Mathematical Fraternity
Education Policy Fellowship Program

PROFESSIONAL ORGANIZATIONS:

National Council of Teachers of Mathematics
North Carolina Council of Teachers of Mathematics
North Carolina Council of Supervisors of Mathematics
National Council of Supervisors of Mathematics
Association of State Supervisors of Mathematics
Association of Supervision and Curriculum Development

PROFESSIONAL ACTIVITIES:

Faculty Advisement Committee and Curriculum Committee, Piedmont Technical College, (1977-80)

Panel speaker at NCADS conference, Morganton, NC (1981)

Chairperson of Spring Festival for GTI Developmental Studies Program (1982)

Advisory Committee for Vocational Education Project, N.C. State University (1984)

Advisory Board for Mathematics-Science Education Center, Fayetteville State University (1985 - Present)

Presenter at state and regional NCCTM conferences (1974 - 1991)

Member of Statewide BEP Summer School Committee (1986)

Evaluator for Nova University Doctoral Candidate's practicum (1986)

Trainer of Adult Basic Education Instructors for N.C. Department of Community Colleges (1986)

Guest presenter for Adult Basic Education Staff Development Program on UNC Educational Television, N.C. Department of Community Colleges (1986)

Vice President for Elementary Grades, NCCTM-Central Region (1987-89)

Advisory Board for Southern Council for the Advancement of Technology (1987 - Present)

Editor of N.C. End-of-Grade Tests (1991)

Author of Report on The Status of Mathematics and Science in North Carolina (1991)

TRAINING COMPLETED:

- Effective Teacher Training, 1985
- Teacher Performance Appraisal Instrument Training, 1987
- Strategic Planning, 1990
- Effective Schools, 1990
- Tactics for Thinking, 1990
- Curriculum Auditing, 1991
- Cooperative Learning, 1991

Linda C. Keaton
6 Parkway South
Aiken, South Carolina 29803
803-648-4042 (H)
803-593-9231, Extn. 220 (W)

Certificate South Carolina Teaching Certificate No. 078811, Masters Plus 30
Areas: Art, Office Occupations, Guidance (Elem. and Sec.), Principal (Elem. and High), Supervisor (Elem. and High), Vocational Center Director

Experience

2/92 - Present	Aiken County Tech Prep Consortium Tech Prep Coordinator, duties include: * Curriculum Coordination- - Plan, develop, and facilitate the implementation of the program for consortium members. Coordinate curriculum change activities at the secondary and postsecondary levels. *Project Planning - Establish working committees, develop and implement a records management system, order materials, develop public relations materials, and perform other activities necessary for program implementation. *Training Coordination - Plan, develop, and coordinate in-service activities for teachers, counselors, and administrators. *Project administration - Plan, develop, and coordinate the implementation of preparatory services for consortium members. *Project Evaluation -- Develop and implement reporting activities to document project outcomes.
1990-1992	Wright Middle School, Abbeville, S. C. Guidance Counselor
1989-1990	Westwood Elementary School, Abbeville, S. C. Guidance Counselor
1986-1989	Wright Middle School, Abbeville, S. C. Guidance Counselor
1978-1986	Wright Middle School, Abbeville, S. C. Art Teacher
1971-1978	Abbeville High School, Abbeville, S. C. Art, Business English Teacher

Education

1989 - Present	Doctoral Candidate, Clemson University, Clemson, S. C. Vocational/Technical Education, Administration Grade Point Ratio - 3.84, Anticipated Graduation -Dec. 1993 **Dissertation Topic - Implementation of Applied Academics: Effectiveness of Curriculum Change on Student Achievement Gains**
1987-1989	Plus 30, Elementary/Secondary Education Administration Clemson University, Clemson, S. C.
1983-1985	Masters, Personnel Services and Guidance Clemson University, Clemson, S. C.
1968-1970	Bachelor of Science, Business Education Lander College, Greenwood, S. C. Graduated magna cum laude

Other Relevant Experience

1991	Tri-County Technical College - Pendleton, S. C. Doctoral Internship - research in student competencies such as critical thinking skills, problem solving, mathematical computation, communication/interpersonal skills, etc. and strategies for teaching these competencies in current course offerings.
1990	Abbeville High School Doctoral Internship - secondary school administration, supervised by the principal.
1990-1991	Trained in Assessment of Performance in Teaching (APT) Trained in Program for Effective Teaching (PET)

Memberships

*American Vocational Association
*S. C. Association of School Administrators
*S. C. Vocational Association
*S. C. Technical Education Association
*National Education Association
*Delta Kappa Gamma International
*Phi Delta Kappa
*Who's Who In American Education 1994-95
*Exchange Club

References

Dr. Verner Burkett, Chairman Doctoral Committee	Industrial Education Department Tillman Hall Clemson University Clemson, S. C. 29634
Ms. Candace Gosnell	Instructional Development Coordinator P. O. Box 587 Tri-County Technical College Pendleton, S. C. 29670
Mrs. Dianna Walter, Director	PACE Tech Prep Consortium P. O. Box 587 Tri-County Technical College Pendleton, S. C. 29670
Mr. Joseph Brownlee, Asst. Supt.	Abbeville School District #60 Chestnut Street Abbeville, S. C. 29620
Dr. Idelia Phillips	Senior Scientist Chemical Process Technology Westinghouse Savannah River Co. P. O. Box 616 Bldg. 773-66A Aiken, S. C. 29801
Dr. Lloyd Blanton, Doctoral Committee	112 Poole Center Box 340356 Clemson University Clemson, S. C. 29634
Dr. Russ Marion Dissertation Chairman	College of Education Tillman Hall Clemson University Clemson, S. C. 29634
Richard Smith, Dean	Science and Technology Division Aiken Technical College P. O. Drawer 696 Aiken, S. C. 29802

APPENDIX C

Award
of
Excellence

CONFERENCE AGENDA

Holiday Inn Four Seasons
Joseph S. Koury Convention Center
SEPTEMBER 19-21, 1993

NORTH CAROLINA
Tech Prep
ASSOCIATE DEGREE
AN EDUCATIONAL FOCUS FOR THE MAJORITY

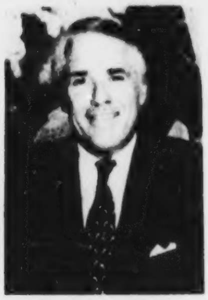
CONFERENCE KEYNOTE SPEAKERS

June S. Atkinson

Bob Etheridge

Dr. Lola Jackson

Dr. Dale M. Parnell


The Honorable
S. Davis Phillips

CONFERENCE AGENDA

Holiday Inn Four Seasons
Joseph S. Koury Convention Center
SEPTEMBER 19-21, 1993

BEST COPY AVAILABLE

MONDAY, SEPTEMBER 20, 1993

9:00 a.m.	**REGISTRATION**	*Prefunction Area Third Floor*
	STUDENT EXHIBITS *Richmond County Schools*	*Prefunction Area Third Floor*
12:00 Noon	**MONDAY LUNCHEON - OPENING SESSION**	*Guilford Ballroom ABC*
Presider	Brad Sneeden, *Superintendent* *Craven County Schools*	
Greetings	Peter Reichard, *President* *Greensboro Area Chamber of Commerce*	
Invocation	Anne White, *Director of Vocational Education* *Perquimans County Schools*	
Remarks	Kenneth R. Harris, *Chairman* *North Carolina State Board of Education*	
Introduce Speaker	Robert M. Scott, *President* *North Carolina Department of Community Colleges*	
Keynote Speaker	***"Education In The Middle Of The Bell Shaped Curve"*** Dr. Dale M. Parnell *Professor of Education · Oregon State University* *"Father" of Tech Prep* *author,* **Neglected Majority;** *co-author,* Tech Prep Associate Degree	
Conference Focus		
1:15 - 1:35 p.m.	**BREAK**	
1:35 - 2:40 p.m.	**SECOND GENERAL SESSION**	*Guilford Ballroom ABC*
Presider	Dr. Donald W. Bryant, *President* *Carteret Community College*	
Panel	***The Tech Prep Initiative 1985-1993*** ***A Progress Report*** **National Perspective:** Dr. Lola J. Jackson, *Associate Professor · Wayne State Univeristy, Detroit, Michigan* *Consultant, National Center for Research in Vocational Education* *· University of California at Berkeley*	

North Carolina Perspective:

Vann Langston, *Director of High School Education*
North Carolina Department of Public Instruction

Dr. James G. Wingate, *Vice President for Programs*
North Carolina Department of Community Colleges

2:40 - 3:00 p.m. **BREAK**

3:00 - 4:00 p.m. **CONCURRENT SESSIONS**

P = Denotes Planning
I = Denotes Implementation

1. P / I ***Tech Prep = CHANGE at Community College TOO!*** *Auditorium II*
Dr. Walter Timm, Jr., *Executive Vice President, Coastal Carolina Community College*

2. I ***After Two Years of Implementation - Where Are We in Avery County?*** *Auditorium I*
Articulation - Steve Sneed, *Principal*
Report Card - Will Burgin, *Vocational Director*
Principles of Technology - Hank Hardin, *Teacher*
Applied Biology / Chemistry - Kay Company, *Teacher*
Applied Communications - Marion Krege, *Teacher*
Technical Mathematics - Jim Taylor, *Teacher*

3. P / I ***Special Populations and Gender Equity Issues in Tech Prep*** *Auditorium III*
Shirley W. Bullock, *Consultant, Sex Equity / Single Parents,*
N.C. Department of Public Instruction

4. I ***Tech Prep - Integrated Curriculum*** *Colony B*
Wilbur Smith, *Vocational Education Director*
Carolyn Peterkin, *Math Teacher*
Mary Lauren Dorman, *Home Economics Teacher*
Herman Locklear, *Technology Instructor*
Robeson County Schools

5. P ***Site Based Management of Tech Prep - Grades 7-8-9*** *Colony A*
Dr. Eddie Beck, *Principal, Hamlet Jr. High School*
Dr. John Langley, *Principal, Rockingham Jr. High School*
Joe Richardson, *Principal, Rohanen Jr. High School*
Richmond County Schools

6. I ***Tech Prep - A Real Partnership for Progress*** *Pebble Beach*
Charlotte Murphy, *Vocational Education Director*
Lois Denny, *Associate Dean*
Ronald Montgomery, *Assistant Superintendent*
Terry Williams, *Technology Education Teacher*
Freddie Williamson, *Principal*
Sampson County Schools / Clinton City Schools / Sampson Community College

7. I ***Schools / Business / Industry Collaboration*** *Augusta B*
Nancy Getsinger, *Career Development Teacher*
Martha Reynolds, *Science Teacher*
Dana Loving, *Social Studies Teacher*
Linda Terry, *Math Teacher*
Carol Dodd, *English Teacher*
Richmond County Schools / Richmond Community College

8.	P / I	***Applied English Methodology*** Kenneth R. Brown, *AIT Certified Applied Communication Consultant, Lakeland, Florida*	*Tidewater*
9.	I	***Marketing Tech Prep - Practices that Work*** Annette Watson, *Tech Prep Coordinator - Wake County Schools*	*Meadowbrook*
10.	P / I	***Career Development Portfolios and Plans*** Dr. Eleanor Herndon, *Supervisor of Guidance* Peggy Hall, *Vocational Director* *Cumberland County Schools*	*Sandpiper*
11.	P / I	***The Richmond County Tech Prep Model - U.S. Department of Education National Demonstration Site*** Joseph Grimsley, *President, Richmond Community College* Dr. M. Douglas James, *Superintendent, Richmond County Schools*	*Arrowhead*
12.	P / I	***Strategies For Integrating Allied Health / Biology*** Janet Clapsaddle, *Biology Teacher* Joan Thomas, *Health Occupations Teacher,* *Educational Consultants for Southern Regional Education Board,* *National Center for Research in Vocational Education, University of California at Berkeley* *Swain County Schools*	*Tanglewood*
13.	I	***Site Based Management of Tech Prep*** Cathy Cooke, *Director of Secondary Education* *Craven County Schools*	*Imperial B*
14.	P / I	***Total Quality Management*** Dr. Anne B. Crabbe, *Director - W.K. Kellogg Tech Prep Executive Collaborative Leadership Program* *Richmond Community College*	*Imperial A*
15.	P / I	***Career Information Systems and Other Development Tools*** Nancy MacCormac, *Executive Director,* *N.C. Occupational Information Coordinating Committee* *North Carolina Employment Security Commission*	*Heritage*
16.	P	***Tech Prep - More Than a Glossy Brochure*** Ken Smith, *Chief Consultant of Program Support Management,* *Vocational and Technical Education - N.C. Department of Public Instruction*	*Pinehurst*
17.	P / I	***Integrated Applied Mathematics*** Gary Brigman, *Red Springs High School* *Robeson County*	*Turnberry*
18.	P / I	***Building the Tech Prep Triple Connection: Innovative Programs For Linking Business / Industry / Public Schools and Community Colleges*** Dr. Donald Herring, *Vocational Education Director* *Onslow County Schools*	*Augusta A*
19.	I	***A Question and Answer Time*** Diane Honeycutt, *Executive Vice President for Administration - Richmond Community College* Martha M. Webb, *Director of Vocational Education - Richmond County Schools* Myrtle D. Stogner, *Director - North Carolina Tech Prep Leadership Development Center*	*Cedar A*

4:00 - 4:15 p.m. **BREAK**

4:15 - 5:15 p.m.	**CONCURRENT SESSIONS REPEATED**	
5:45 - 6:30 p.m.	**WINE AND CHEESE RECEPTION**	*Prefunction Area Third Floor*
6:30 p.m.	**BANQUET**	*Guilford Ballroom ABC*
Presider	Dr. Karen H. Campbell, *Superintendent · Haywood County Schools*	
Invocation	Macy McRae, *Director · Vocational Education, Columbus County Schools*	
Introduce Speaker	Dot Kearns, *Vice Chair · Board of Education, Guilford County Schools*	
Keynote Address	***Workforce Preparedness = A Healthy North Carolina Economy*** The Honorable S. Davis Phillips, *Secretary · North Carolina Department of Commerce*	
Recognizing Excellence	Joseph W. Grimsley, *President · Richmond Community College*	
1993 RJ Reynolds Tech Prep Awards Presentation	James W. Johnston, *Chairman and Chief Executive Officer R.J. Reynolds Tobacco Company*	

TUESDAY, SEPTEMBER 21, 1993

9:00 a.m. - 12:00 Noon	**STUDENT EXHIBITS** *Cleveland County Schools* *Cumberland County Schools* *Eastern Guilford High School* *Rockingham County Consolidated Schools* *Union County Schools*	*Prefunction Area Third Floor*
8:00 - 9:00 a.m.	**BREAKFAST**	*Guilford Ballroom ABC*
Presider	Diane Honeycutt, *Executive Vice President for Administration · Richmond Community College*	
Invocation	Robert White, *Director of Vocational Education · Durham County Schools*	
Tech Prep Evaluation - North Carolina Style	June S. Atkinson, *Director · Vocational and Technical Education North Carolina Department of Public Instruction*	
9:00 - 9:15 a.m.	**BREAK**	

9:15 - 10:15 a.m.

CONCURRENT SESSIONS

1. P / I ***False Start - Re-Start - On the Go Now!*** *Auditorium I*
Dr. Jack Harrell, *Orthodontist - Chairperson - Greater Eastern Tech Prep Consortium*
Raymond Smith, *Vocational Director - Greene County Schools*
Abbott Hunsucker, *Vocational Supervisor - Lenoir County Schools*
Ricky Green, *Director Institutional Advancement - Lenoir Community College*
Dr. Gordon Burns, *Executive Vice President - Lenoir Community College*

2. P / I ***Applied Communications*** *Pebble Beach*
Hoppella Renwick, *Teacher - Seventy First High School*
Cumberland County Schools

3. I ***After Two Years of Implementation - Where Are We?*** *Imperial B*
Dr. Donald W. Bryant, *President - Carteret Community College*
Richard Rogers, *Director of Vocational Education - Carteret County Schools*

4. P / I ***Using Selected CORD Applied Mathematics Units in Algebra 1A, 1B and Algebra I*** *Imperial A*
Yvonne Jordan, *Math Consultant - North Carolina Tech Prep Leadership Development Center*

5. I ***Four Institutions - Tech Prep Three Years Later*** *Colony A*
Dr. Steve Thornburg, *President - Cleveland Community College*
Larry Corry, *Supervisor of Re-Engineering - Hoechst Celanese*
Dr. Robert McRae, *Superintendent - Kings Mountain District Schools*
Cliff Wilson, *Principal - Shelby High School*
Dr. George Litton, *Principal - Crest High School*
Betty R. Gamble, *Director of Vocational Education - Kings Mountain District Schools*

6. P / I ***Hoke County Curriculum Integration*** *Colony B*
Jeffrey C. Moss, *Director of Vocational Education*
Daniel McGougan, *Agriculture Teacher - Hoke County Schools*

7. I ***Creating School Based Customized Guidance and Marketing Materials for Tech Prep*** *Meadowbrook*
Dr. Donald R. Herring, *Director of Vocational Education - Onslow County Schools*

8. I ***Youth Apprenticeships - School to Work Transition*** *Augusta B*
Jim Boyette, *Principal - Washington High School*
Jan Burnette, *Apprenticeship Coordinator - Washington High School*
Keith Norwood, *Corporate Human Resources Manager - National Spinning Co*
John Smith, *Director of Administrative Services - Beaufort County Schools*
Dr. Rudolph Everett, *Director of Vocational Education - Beaufort County Schools*

9. P / I ***Curriculum Articulation*** *Augusta A*
Gene Hemby, *Tech Prep Coordinator - Pitt Community College*
Dr. Danny Hardee, *Director of Vocational Education - Pitt County Schools*

10. P / I ***Integrating CORD's ABC Modules Into the Chemistry and Biology Curriculum*** *Tanglewood*
Sarah W. Hamilton, *Science Consultant*
North Carolina Tech Prep Leadership Development Center

11. P / I ***Site Based Management Tech Prep - Grades 10-14*** *Arrowhead*
Ralph Robertson, *Principal - Richmond Senior High, Richmond County Schools*
Jerry Melton, *Director - Career Development and Counseling, Richmond Community College*

12. P **Integrated Tech Prep Planning - A Special Focus for Urban Schools** *Sandpiper*

Annette Watson, *Tech Prep Coordinator, Wake County Schools*
Carolyn Davis, *Guidance Counselor, Sanderson High School*
Frances Snipes, *Business Education, Department Chairperson, Sanderson High School*
Perry Monds, *Guidance Counselor, Wake Technical Community College*
Doug Adams, *Graphics Art Teacher, Sanderson High School*
Dr. Larry Roberson, *Dean of Evening Programs, Wake Technical Community College*

13. I **Weaving the SCANS Skills Into The Curriculum** *Heritage*

Dr. Anne B. Crabbe, *Director*
W.K. Kellogg · Tech Prep Executive Collaborative Leadership Project
Richmond Community College

14. P / I **Evaluating Your Tech Prep Efforts** *Auditorium II*

J.W. Eades, *Associate Director for Federal Vocational Education Programs*
· North Carolina Department of Community Colleges

Ken Smith, *Chief Consultant of Program Management,*
Vocational and Technical Education · North Carolina Department of Public Instruction

15. P / I **Staff Development, Emphasis on Application** *Tidewater*

Linda Keaton, *Assistant Director · North Carolina Tech Prep Leadership Development Center*

16. P **Career Development and Tech Prep - the National Perspective** *Auditorium III*

Nancy Perry, *Project Officer · National Occupational Information Coordinating Council*
Nancy MacCormac, *Director · North Carolina State Occupational Information Coordinating Council*

17. P / I **Cooperative Learning - Applied Methodology** *Turnberry*

Kenneth R. Brown, *AIT Certified Communication Consultant · Lakeland, Florida*

18. I **Questions - Answers** *Auditorium IV*

Dr. M. Douglas James, *Superintendent · Richmond County Schools*
Myrtle D. Stogner, *North Carolina Tech Prep Leadership Development Center*
Diane Honeycutt, *Richmond Community College*

10:15 - 10:45 a.m. **BREAK**

10:45 - 11:45 a.m. **CONCURRENT SESSIONS REPEATED**

12:00 Noon **LUNCHEON** *Guilford Ballroom ABC*

Presider: Dr. Donald W. Cameron, *President · Guilford Community College*

Invocation: Willie Randolph, *School-to-Work Consultant, Vocational and Technical Education · North Carolina Department of Public Instruction*

Greetings from the Governor: Sandra Babb, *Executive Director · Governor's Commission on Workforce Preparedness*

Introduce Speaker: Dr. M. Douglas James, *Superintendent · Richmond County Schools*

Speaker: ***Our 1993 - 94 Challenges***
Bob Etheridge, *State Superintendent · North Carolina Department of Public Instruction*

Conference Summary

ADJOURN

2:00 P.M. North Carolina Tech Prep Associate Degree State Advisory Committee Meeting *Edinburgh*

North Carolina Tech Prep Associate Degree State Advisory Committee

Leonard Arnold, *Assistant Superintendent / Personnel, Harnett County Schools*
Stephen Athans, *Vocational / Technical Recruiter, Sandhills Community College*
June Atkinson, *State Director, Vocational and Technical Education*
Sonia Barnes, *Willie M. Section, North Carolina Department of Public Instruction*
Dr. Donald W. Bryant, *President, Carteret Community College*
Dr. Karen Campbell, *Superintendent, Haywood County Schools*
William F. Davis, *Vice-President, Barnhill Contracting, Tarboro, NC*
Charles F. Early, *CEO, Kemet Electronics, Shelby, NC*
Wallace W. Gee, *Community College Trustee, Burlington, NC*
John Gilbart, *Plant Manager, EATON Corporation, Arden, NC*
Joseph W. Grimsley, *President, Richmond Community College*
Don Haver, *Vice President - R.J. Reynolds Tobacco Co., Winston Salem*
Dr. Coy Hudson, *Dean of Instruction, Catawba Valley Community College*
Dr. M. Douglas James, *Superintendent, Richmond County Schools*
B.E. Mendenhall, Jr., *Representative, State Board of Community Colleges, Winston-Salem, NC*
Jim Meyer, *General Manager, Libbey-Owens-Ford (LOF), Laurinburg, NC*
Dr. Larry Norris, *Executive Vice President, Fayetteville Community College*
Dr. L. Steve Redd, *President, Craven Community College*
Rhone Sasser, *United Carolina Bank, Whiteville*
Denese Smith, *Principal, Guilford County Schools*
Brad Sneeden, *Superintendent, Craven County Schools*
Hubert Terry, *Representative, Business / Industry, Tarboro, NC*
Robert White, *Coordinator of Vocational Education, Durham County Schools*
Dr. James Wingate, *Vice President for Programs, North Carolina Department of Community Colleges*

Staff

J.W. Eades, *Director of Federal Vocational Education, North Carolina Department of Community Colleges*
Vann Langston, *Staff Consultant for High Schools, North Carolina Department of Public Education*
Kenneth W. Smith, *Chief Consultant, Vocational and Technical Education, NC Dept. of Public Instruction*
Linda C. Keaton, *Assistant Director, North Carolina Tech Prep Leadership Development Center*
Myrtle D. Stogner, *Director, North Carolina Tech Prep Leadership Development Center*

Conference Exhibits Committee

STUDENT EXHIBITS

Martha M. Webb, *Director of Vocational Education, Richmond County Schools*
Kay Rogers, *Director of Vocational Education, Rockingham County Consolidated Schools*
Sandy Kistler, *Director of Vocational Education, Cleveland County Schools*
Wayne Edwards, *Director of Vocational Education, Cumberland County Schools*
Charles Perry, *Director of Vocational Education, Union County Schools*

COMMERCIAL EXHIBITS

Linda Keaton, *Assistant Director · North Carolina Tech Prep Leadership Development Center, Richmond Community College*

CONFERENCE PLANNING / ARRANGEMENTS

Joe Grimsley
Dr. M. Douglas James
Diane Honeycutt
Martha M. Webb
Yvonne Jordan
Dr. Anne Crabbe
Sarah Hamilton
Lori Williams
Rose Avant
Linda Keaton
Myrtle D. Stogner

CONFERENCE SPONSORED BY:
North Carolina Tech Prep Leadership Development Center

CENTER FUNDED BY:
North Carolina Department of Public Instruction
North Carolina Department of Community Colleges
North Carolina Science and Mathematics Alliance
Richmond County Tech Prep
U.S. Department of Education · National Tech Prep Demonstration Site Project

For Additional Information Contact:

North Carolina Tech Prep Leadership Development Center
Myrtle D. Stogner, Director · Richmond Community College
Box 1189 • Hamlet, North Carolina 28345 • Telephone 819·582·7187 • FAX 919·582·7005

— APPENDIX C —

NC TECH PREP LEADERSHIP DEVELOPMENT CENTER
1993 CONFERENCE REGISTRATION

Last	First	Title	Organization	Address	City	State
Ward	Mary		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
McCay	Andrew	Vocational Director	Morgan County Schools	1325 Point Mallard Parkway SE	Decatur	AL
Adamson	Heather	Tech Prep Coordinator	Clarke County School District	P.O. Box 1708	Athens	GA
Bennett	Johnny	Tech Prep Coordinator	Fort Scott Community College	2108 South Horton	Fort Scott	KS
Nelson	Larry	Vocational Director	Fort Scott Community College	2108 South Horton	Fort Scott	KS
Turner	Doyleen	Tech Prep Coordinator	Southeast Kansas Education Servi	P.O. Box 189	Girard	KS
Brooks	Jerrie		Scott Community High School	712 Main	Scott City	KS
Davis	Kevin		Scott Community High School	712 Main	Scott City	KS
Dexter	Kraig		Scott Community High School	712 Main	Scott City	KS
Janssen	Sally		Scott Community High School	712 Main	Scott City	KS
Lewis	Connie		Scott Community High School	712 Main	Scott City	KS
Rawdon	Sam		Scott Community High School	712 Main	Scott City	KS
Rein	Shirley		Scott Community High School	712 Main	Scott City	KS
Wendler	Louise		Scott Community High School	712 Main	Scott City	KS
Anderson	Jean	Counselor	Cecil County Public Schools	201 Booth Street	Elkton	MD
DePriest	Celeste	Tech Prep Coordinator	Cecil County Public Schools	201 Booth Street	Elkton	MD
Carson	Robert	Engineering & Math Division	Hagerstown Junior College	11400 Robinwood Drive	Hagerstown	MD
Danner	Carol	Instructor, Office Technology	Hagerstown Business College	18618 Crestwood Drive	Hagerstown	MD
Guyton	Jane	Tech Prep Coordinator	Hagerstown Junior College	11400 Robinwood Drive	Hagerstown	MD
Hobbs	Leslie		Washington County Board of Educ	P.O. Box 730	Hagerstown	MD
Jones	Carol	Supervisor of Applied Career	Washington County Board of Educ	P.O. Box 730	Hagerstown	MD
Misner	Elizabeth	Counselor	Hagerstown Junior College	11400 Robinwood Drive	Hagerstown	MD
Nikpourfard	Marge	Humanities Division Chair	Hagerstown Junior College	11400 Robinwood Drive	Hagerstown	MD
Rohrer	Jean		Hagerstown Business College	18618 Crestwood Dr.	Hagerstown	MD
Jackson	Lola	Con., National Center for Vo	Professor, Wayne State University	3116 Fairway Court	Lansing	MI
Barnett	Delores	Curriculum Director	South Panola School District	209 Boothe Street	Batesville	MS
Shaw	Ellen	Tech Prep Coordinator	East MS Community College	P.O. Box 100	Mayhew	MS
Williams	Petricia	Tech Prep Coordinator	Northwest MS Community College	P.O. Drawer G	Senatobia	MS
Brown	Brenda	Guidance Counselor	Harnett Central High School	Route 4	Angier	NC
Ethridge	Phyliss	Assistant Principal	Harnett Central Middle School	RFD Box 292-B	Angier	NC
Powers	Julia	Guidance Counselor	Harnett Central Middle School	RFD 4 Box 292-B	Angier	NC
Wilson	Don	Principal	Harnett Central High School	Route 4	Angier	NC
George	Hilda	Guidance Counselor	Waccamaw Elementary School	5901 Waccamaw School Road N	Ash	NC
Brooks	Gladys	Assistant Principal	Asheville High School	419 McDowell Street	Asheville	NC
Clarke	Candace		Buncombe County Schools	175 Bingham Road	Asheville	NC
Gaver	Jeff	Science Teacher	T.C. Roberson High School	250 Overlook Road	Asheville	NC
Glazner	Charles	Dir. of Ed. for Asheville Cha	Asheville Cahmber of Commerce	P.O. Box 1010	Asheville	NC
Hall	Audrey	Assistant Principal	A.C. Reynolds High School	1 Rocket Drive	Asheville	NC
Hillier	Marty	Science Teacher	Asheville High School	419 McDowell Street	Asheville	NC
Hipp	Pam	Business Education Teacher	Asheville High School	419 McDowell Street	Asheville	NC
Honeycutt	'June	Mathematics Teacher	Asheville High School	419 McDowell Street	Asheville	NC

Last	First	Title	Organization	Address	City	State
McIntosh	Shirley	Counselor	A.C. Reynolds High School	1 Rocket Drive	Asheville	NC
Pickett	Cynthia	Guidance Counselor	Asheville High School	419 McDowell Street	Asheville	NC
Randall	Nancy	Middle/Secondary Curriculu	Buncombe County Schools	175 Bingham Rd.	Asheville	NC
Shaw	Eula	English Teacher	Asheville High School	419 McDowell Street	Asheville	NC
Teague	William	Vocational Director	VocationalDept.-Adminstrative Offi	175 Bingham Rd.	Asheville	NC
Weinhauer	Susan	Mathematics Teacher	T.C. Roberson High School	250 Overlook Road	Asheville	NC
Woods	Verita	Vocational Director	Asheville City Schools	P.O. Box 7347	Asheville	NC
Heath	Carol	Teacher, Vocational Coordin	Pamlico County Schools	P.O. Box 454	Bayboro	NC
Prescott	Beulah	Vocational Director	Pamlico County Schools	507 Anderson Drive	Bayboro	NC
Williams	David	Counselor	Pamlico County High School	P.O. Box 699	Bayboro	NC
Andrews	Sherry	Guidance Counselor	Chatham County Central High Sch	Box 80 Hwy 902 West	Bear Creek	NC
Glover	John	Principal	Chatham Central High School	Box 80 Hwy. 902 West	Bear Creek	NC
Pike	Jerry	Industry Education Coordinat	Chatham Cnetral High School	Box 80 Hwy 902 West	Bear Creek	NC
Carver	Patsy	Home Economics Teacher	East Carteret High School	Highway 70 E. Rt. 2	Beaufort	NC
Rogers	Richard	Director of Vocational Educa	Cartaret County Schools	407 Safrit Drive	Beaufort	NC
Ross	Sylvia	Applied Science Teacher	East Carteret High School	Highway 70 E. Rt. 2	Beaufort	NC
Sawyer	Tom	Agriculture/Production Mgt.	East Carteret High Shcools	Highway 70 E. Rt. 2	Beaufort	NC
Sherrill	Lois	Assistant Superintendent	Carteret County Board of Educatio	107 Safrit Drive	Beaufort	NC
Lemons	James	President	Center for Applied Technology	P.O. Box 1044	Belmont	NC
Wicker	34121	Guidance Counselor	Bennett School	Box 107 Randolph Avenue	Bennett	NC
Ivey	Fred	Principal	Charles D. Owen High School	99 Lake Eden Road	Black Mountain	NC
Schortinghouse	John	Industry Education Coordinat	Charles D. Owen High School	99 Lake Eden Road	Black Mountain	NC
Smith	Wilbur	Vocational Director	Public Schools of Robeson County	Rt. 1 Box 332	Bladenboro	NC
Farrington	Maureen	Guidance Counselor	Bonlee School	Box 46	Bonlee	NC
Borker, Jr.	F. L.	Vocational Director	Watauga Board of Education	P.O. Box 1790	Boone	NC
Burgin	Will	Vocational Director	Avery County Schools	718 Dogwood Rd.	Boone	NC
Clapsaddle	Janet	Biology Instructor		586 Patterson Avenue	Bryson City	NC
Brown	Bill	Guidance Counselor	Haywood County Schools	Canton Middle School, 60 Penland	Canton	NC
Williams	Steve	Assistant Principal	Haywood County Schools	Pisgah High School, Substation Ro	Canton	NC
Allen	Christy	English Teacher	Moore County Schools	P.O. Box 1180	Carthage	NC
Brewer	Shirley	Math Teacher	Moore County Schools	P.O. Box 1180	Carthage	NC
Burris	Peggy	Guidance Teacher	Moore County Schools	P.O. Box 1180	Carthage	NC
Campbell	Peggy	NCSAT Administrator	Moore County Schools	P.O. Box 1180	Carthage	NC
Cummings	Carol	Vocational Teacher	Moore County Schools	P.O. Box 1180	Carthage	NC
Fritz	Fred	Math Teacher	Moore County Schools	P.O. Box 1180	Carthage	NC
Gilbert	Churtis	English Teacher	Moore County Schools	P.O. Box 1180	Carthage	NC
Jordan	Kim	Guidance Teacher	Moore County Schools	P.O. Box 1180	Carthage	NC
Loving	Judy	Vocational Teacher	Moore County Schools	P.O. Box 1180	Carthage	NC
Maness	Becky	Science Teacher	Moore County Schools	P.O. Box 1180	Carthage	NC
McNamara	Libby	Math Teacher	Moore County Schools	P.O. Box 1180	Carthage	NC
Mohan	Helen	Guidance Counselor	Moore County Schools	P.O. Box 1180	Carthage	NC
Morris	Kim	Vocational Teacher	Moore County School	P.O. Box 1180	Carthage	NC
Pearson	Robert	Director of Vocational Educa	Moore County Schools	P.O. Box 1180	Carthage	NC
Riggan	Larry	Principal	Moore County Schools	P.O. Box 1180	Carthage	NC

Last	First	Title	Organization	Address	City	State
Ross	Stephen	Science Teacher	Moore County Schools	P.O. Box 1180	Carthage	NC
Todd	Ed	Principal	Moore County Schools	P.O. Box 1180	Carthage	NC
Vest	Evelyn	Director of Secondary Educa	Moore County Schools	P.O. Box 1180	Carthage	NC
Ward	Sally	English Teacher	Moore County Schools	P.O. Box 1180	Carthage	NC
West	Mark	Marketing Teacher	Moore County Schools	P.O. Box 1180	Carthage	NC
Whitaker	Mary	Guidance Teacher	Moore County Schools	P.O. Box 1180	Carthage	NC
Williams	Edwin	Vocational Teacher	Moore County Schools	P.O. Box 1180	Carthage	NC
Goldman	Moser	Associate Director	N.C. Health Careers Access Progr	720 Airport Rd., Suite 100	Chapel Hill	NC
Wiegerink	Ronald			703 Damascus Church Rd.	Chapel Hill	NC
Allen	Shirley	Assistant Principal	North Mecklenburg High School	11201 Old Statesville Rd.	Charlotte	NC
Baker	Connie	Health Occupations Educatio	Charlotte Mecklenburg Schools	11201 Old Statesville Rd.	Charlotte	NC
Boyd	Warren	Guidance Counselor	West Mecklenburg High School	7400 Tuckeseegee Rd.	Charlotte	NC
Freeland	Emily	Tech Prep Coordinator	Charlotte-Mecklenburg Schools	3101 Wilkinson Blvd.	Charlotte	NC
Graham	Bob	Assistant Principal	West Mecklenburg High School	7400 Tuckaseegee Rd.	Charlotte	NC
Gregory	Richard	Tech Prep Coordinator	Central Piedmont Community Coll	P.O. Box 35009	Charlotte	NC
Hoppa	Anthony	Public Information Superviso	Charlotte-Mecklenburg Schools	P.O. Box 30035	Charlotte	NC
Mauldin	Judy	Health Occupations Teacher	West Mecklenburg High School	7400 Tuckaseegee Rd.	Charlotte	NC
Miller	Kristin	English Teacher	West Mecklenburg High School	7400 Tuckaseegee Rd.	Charlotte	NC
Miller	Mattie	Vocational/Business Teacher		935 Plumstead Road	Charlotte	NC
Tally	Donna	Health Occupations Teacher	Providence High	1800 Pineville Matthews Rd.	Charlotte	Nc
Yelton	Bruce	Research Analyst	Charlotte-Mecklenburg Schools	P.O. Box 30085	Charlotte	NC
Yencer	Donna	Business Teacher	West Mecklenburg High School	7400 Tuckaseegee Rd.	Charlotte	NC
Fogler	Carol	Curriculum Coordinator	WS/FC Schools-West Forsyth Hig	1735 Lewisville - Clemmons Road	Clemmons	NC
McDonald	Edwin	Assistant Principal	WS/FC Schools - West Forsyth Hi	1735 Lewisville-Clemmons Road	Clemmons	NC
Zimmerman	Cindy	Director of Counseling	West Forsyth High School	1735 Lewisville - Clemmons Road	Clemmons	NC
Denny	Lois		Sampson Community College	P.O. Box 646	Clinton	NC
Montgomery	Ronald	Assistant Superintendent	Clinton City Schools	P.O. Box 646	Clinton	NC
Murphy	Charlotte	Vocational Education Directo	Sampson County Schools	313 Rowan Road	Clinton	NC
Phillips	Glenda	Assistant Superintendent	Clinton City Schools	P.O. Box 646	Clinton	NC
Prioleau	Michael		Sampson County Schools	P.O. Box 646	Clinton	NC
Stewart	Gary		Sampson County Schools	P.O. Box 646	Clinton	NC
Williams	Terry		Sampson County Schools	P.O. Box 646	Clinton	NC
Williamson	Samuel		Sampson County Schools	P.O. Box 646	Clinton	NC
McMahon	Dean	Dean of Instruction	Haywood Community College	Freelander Drive	Clyde	NC
Plexico	Walter	Dean of Instruction	Haywood Community College	Freelander Drive	Clyde	NC
Ferrell	Phil	Principal	Coats School	P.O. Box 662	Coats	NC
Miller	Dava	Counselor	Coats School	P.O. Box 662	Coats	NC
Boyd	Cheryl	Computer Teacher	Columbia High School	PO Box 419	Columbia	NC
Cahoun	James	Principal	Columbia High School	PO Box 419	Columbia	NC
Edmondson	Hank	Technology Education Teach	Columbia High School	PO Box 419	Columbia	NC
Forbes	Jean	Industry Education Coordinat	Columbia High School	PO Box 419	Columbia	NC
Huth	Debbie	Media Specialist	Columbia High School	PO Box 419	Columbia	NC
Mallard	Kim	Science Teacher	Columbia High School	PO Box 419	Columbia	NC
Porter	Jane	Math Teacher	Columbia High School	PO Box 419	Columbia	NC

Last	First	Title	Organization	Address	City	State
Simmons	Mary	Business Teacher	Columbia High School	PO Box 419	Columbia	NC
Smith	Nelson	Assistant Superintendent	Tyrrell County Schools	PO Box 328	Columbia	NC
Spruill	Patty	English Teacher	Columbia High School	PO Box 419	Columbia	NC
Woods	Donna	Consumer Home Economics	Columbia High School	PO Box 419	Columbia	NC
Fedewa	Mike	Principal	South Granville High School	Hwy. 56	Creedmoor	NC
Holder	Robert	Tech Prep Coordinator	Surry Yadkin-Stokes Tech Prep Pr	P.O. Box 304	Dobson	NC
Gaylord	Jimmy	Dean of Instruction	Bladen Community College	P.O. Box 266	Dublin	NC
Conyers	Carla	Counselor	Dunn Middle School	N. Orange Ave.	Dunn	NC
Godwin	Chris	Assistant Principal	Dunn Middle School	N. Orange Ave.	Dunn	NC
Bales	Sandra	Coordinator	Durham Public Schools	P.O. Box 30002	Durham	Nc
White	Robert	Coordinator of Vocational Ed	Durham Public Schools	P.O. Box 30002	Durham	NC
Akers	Debbie	Guidance Counselor	Western Rockingham Middle Scho	511 Harrington Highway	Eden	Nc
Caple	Chandra	Guidance Counselor	Rockingham County Schools	511 Harrington Highway	Eden	NC
Caroll	Jim	Industry Education Coordinat	Rockingham County Schools	511 Harrington Highway	Eden	NC
Carter	Anna	Biology Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Clark	Jo Beth	English Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Cooke	Raymond	Principal	Rockingham County Schools	511 Harrington Highway	Eden	NC
Dabbs	Nanci	Marketing Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Daniel	Eddie	Principal	Reidsville Senior High School	511 Harrington Highway	Eden	NC
Eaves	Sheryl	Life Skills Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Edwards	Terri	Marketing Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Foster	Grenita	Business Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Griffin	Jennifer	Marketing Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Guard	James	Agriculture	Rockingham County Schools	511 Harrington Highway	Eden	NC
Harrington	Betty	Social Studies Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Harris	Zella	Director of Student Services	Rockingham County Consolidated	511 Harrington Highway	Eden	NC
Harris	Teresa	Health Occupations Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Home	John	Principles of Technology	Rockingham County Schools	511 Harrington Highway	Eden	NC
Ivie	Jim	Science Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Jarrett	Delores	Math Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Jenkins	Frankie	Business Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Jones	Jay	Math Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Lambert	Robert	Math Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Lindsey	Thelma	English Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Matthews	Sara	Guidance	Rockingham County Schools	511 Harrington Highway	Eden	NC
McHugh	Star	English Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
McNairy	Amelia	Career Exploration Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Meador	Robert	Vocational Director	Rockingham County Schools	511 Harrington Highway	Eden	NC
Miller	David	Business Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Ogbum	'Jan	English Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Parrish	Gretchen	Keyboarding Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Porter	Connie	English Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Pyrtle	Gary	Industry Education Coordinat	Rockingham County Schools	511 Harrington Highway	Eden	NC
Rakestraw	Ginger	Business Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC

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Rakestraw	Janet	Counselor	Rockingham County Schools	511 Harrington Highway	Eden	NC
Riley	Pam	Principal	Rockingham County Schools	511 Harrington Highway	Eden	NC
Rogers	Kay	Vocational Director	Rockingham County Schools	511 Harrington Highway	Eden	NC
Setliff	Karen	Business Teacher	Rockingham County Schools	511 Harrington Highway	Eden	NC
Squirewell	Jimmy	Counselor	Rockingham County Schools	511 Harrington Highway	Eden	NC
Stultz	Sara	Assistant Principal	Rockingham County Schools	511 Harrington Highway	Eden	NC
Tate	Janice	Industry Education Coordinat	Rockingham County Schools	511 Harrington Highway	Eden	NC
Williams	Julia	Director of Secondary Progra	Rockingham County Schools	511 Harrington Highway	Eden	NC
Sass	Sharon	Dean of Instruction	College of the Albemarle	P.O. Box 2327	Elizabeth City	NC
Wells	John	Dean of Admissions	College of the Albemarle	P.O. Box 2327	Elizabeth City	NC
Smith	Don	Director of Vocational Educa	Bladen County Board of Education	P.O. Box 37	Elizabethtown	NC
Creed	Lynda	Counselor	Triton High School	Rt. 1 Box 210	Erwin	NC
Honeycutt	Dan	Principal	Triton High School	Rt. 1 Box 210	Erwin	NC
McCaskill	Williard	Principal	Erwin Middle School	S. 10th St.	Erwin	NC
Angelone	Nick	Associate Prinicipal	Westover Sr. High	277 Bonanza Drive	Fayetteville	NC
Basnight	J. C.	Assistant to the VP for Acad	Fayetteville Technical Comm. Coll	P.O. Box 35236	Fayetteville	NC
Castle	Geraline	Tech Prep Coordinator	Cumberland County Schools	P.O. Box 2357	Fayetteville	NC
Collins	Valeria	Counseling Coordinator	Fayetteville Tech. Community Coll	P.O. Box 35236	Fayetteville	NC
Crane	Dave	Vocational Teacher	Douglas Byrd Sr. High	1624 Ireland Dr.	Fayetteville	NC
Crumpler	Barbara	IEC	Pine Forest Sr. High	525 Andrews Rd.	Fayetteville	NC
Davis	Robert	Associate Principal	Douglas Byrd Jr. High	1616 Ireland Drive	Fayetteville	NC
DeJesus	Felicia	Counselor	E.E. Smith Sr. High	1800 Seabrook Rd.	Fayetteville	NC
Durham	Carl	Counselor	Pine Forest Sr. High	525 Andrews Rd.	Fayetteville	NC
Edge	Brenda	Associate Principal	Seventy-First Sr. High School	6764 Raeford Rd.	Fayetteville	NC
Edwards	Gwen	Principal	Armstrong Jr. High	Rt.1 Box 121-C	Fayetteville	NC
Ellis	Patricia	Counselor	Douglas Byrd Sr. High	1624 Ireland Dr.	Fayetteville	NC
Goodwin	Ruth	Counselor	Lewis Chapel Jr. High	2150 Skibo Rd.	Fayetteville	NC
Greene	Shirley	Counselor	Fayetteville Tech. Community Coll	P.O. Box 35236	Fayetteville	NC
Hall	Peggy	Vocational Director	Cumberland County Schools	P. O. Box 2357	Fayetteville	NC
Hardison	Neal	Associate Vice President	Fayetteville Technical Community	P.O. Box 35236	Fayetteville	NC
Hemdon	Eleanor	Director of Interdisciplinary	Cumberland County Schools	P.O. Box 2357	Fayetteville	NC
Hill	Linwood	Associate Principal	Reid Ross Jr. High	3200 Ramsey St.	Fayetteville	NC
Jones	Glenda	IEC	Douglas Byrd Sr. High	1624 Ireland Drive	Fayetteville	NC
Joyce	Sandra	IEC	Cape Fear Sr. High	4000 Clinton Rd.	Fayetteville	NC
Leavy	Pamela	Counselor	Westover Sr. High School	277 Bonanza Drive	Fayetteville	NC
Malloy	Christine	Vocational Director	Cumberland County Schools	P.O. Box 2357	Fayetteville	NC
Mardis	Jackie	Counselor	Seventy-First Sr. High School	6764 Raeford Rd.	Fayetteville	NC
McCormick	Patricia	Vocational Teacher	Hillcrest Jr. High School	590 Winding Creek Rd.	Fayetteville	NC
McCoy	Maxine	Counselor	Armstrong Jr. High	Rt. 1 Box 121-C	Fayetteville	NC
McLeod	Joyce	Counselor	Cape Fear Sr. High	4000 Clinton Rd.	Fayetteville	NC
McNeill	Pat	Associate Principal	Westover Jr. High	275 Bonanza Dr.	Fayetteville	NC
McPhaul	Deborah	Tech Math Teacher	Seventy-First Sr. High	6764 Raeford Rd.	Fayetteville	NC
Minor	Brenda	Associate Principal	Cape Fear Sr. High	4000 Clinton Rd.	Fayetteville	NC
Norris	Larry	Vice President for Academic	Fayetteville Tech. Community Coll	P.O. Box 35236	Fayetteville	NC

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Pearce	Joann	Associate Principal	Anne Chesnutt Jr.	2121 Skibo Rd.	Fayetteville	NC
Phillips	Larry	IEC	Massey Hill	1062 Southern Avenue	Fayetteville	NC
Pierce	Aaron	Counselor	Hillcrest Jr. High School	590 Winding Creek Rd.	Fayetteville	NC
Pope	Ed	Counselor	Fayetteville Tech. Community Coll	P.O. Box 35236	Fayetteville	NC
Pringle	Myrtle	IEC		E.E. Smith Sr. high	Fayetteville	NC
Renwick	Hopella	Vocational/Academic Teache	Seventy First High School	6764 Raeford Road	Fayetteville	NC
Smith	John	Associate Principal	E.E. Smith Sr. High	1800 Seabrook Rd.	Fayetteville	NC
Smith	Vicki	Associate Principal	Pine Forest Jr. High	6737 Ramsey St.	Fayetteville	NC
Speas	Charlene	Counselor	Douglas Byrd Jr. High	1616 Ireland Dr.	Fayetteville	NC
Sturdivant	A.N.	Counselor	Reid Ross Jr. High	3200 Ramsey St.	Fayetteville	NC
Swain	Susan	Associate Principal	Pine Forest Sr. High	525 Andrews Rd.	Fayetteville	NC
Taybron	Shirley	Counselor	Anne Chesnutt Jr. High	2121 Skibo Rd.	Fayetteville	NC
Wagoner	Steve	Dean of Voc./Tech Programs	Fayetteville Tech. Community Coll	P.O. Box 35236	Fayetteville	NC
Watson	Ben	Counselor	Fayetteville Tech. Community Coll	P.O. Box 35236	Fayetteville	NC
Watson	Diana	Counselor	Westover Jr. High	275 Bonanza Dr.	Fayetteville	NC
West	Sybil	IEC	Terry Sanford Sr. High	2301 Ft. Bragg Rd.	Fayetteville	NC
Wheelous	John	Counselor	Fayetteville Tech. Community Coll	P.O. Box 35236	Fayetteville	NC
Williams	Eva	IEC	Westover Sr. High	277 Bonanza Drive	Fayetteville	NC
Wise	Marion	Associate Superintendent	Cumberland County Schools	P.O. Box 2357	Fayetteville	NC
Gibson	Roberta	Vocational Teacher	Lewis Chapel Jr. High School	2150 Skibo Rd.	Fayetteville	NC
Konneker	Shirley	Counselor	Pine Forest Jr.	6737 Ramsey St.	Fayetteville	NC
Bradley	Chivous	Teacher of Agriculture	Chase High School	Rt. 5	Forest City	NC
Buchanan	Angie	Math Teacher	Rutherford County Schools	P.O. Box 986	Forest City	NC
Dixon	Pamela	Technical Math Teacher	East Rutherford High School	P.O. Box 668	Forest City	NC
Goforth	Leonard	PT Teacher	East Rutherford High School	P.O. Box 668	Forest City	NC
Hamrick	Connie	Principal	East Rutherford High School	P.O. Box 668	Forest City	NC
Hines	Terry	Teacher	Chase High School	Rt. 2 Box 610	Forest City	NC
Hoyle	Rebecca	Business Education Teacher	Chase High School	Rt. 5	Forest City	NC
Jones	Steven	Teacher	Chase High School	102 McGregor St.	Forest City	NC
Morgan	Kerri	Guidance Counselor	Cool Springs Middle School	428 W. Main Street	Forest City	NC
Philbeck	Ann	Counselor	East Rutherford	P.O. Box 668	Forest City	NC
Sparks	Sandra	Counselor	Chase High School	Rt. 5	Forest City	NC
Snipes	Frances	Business Teacher	Wake County Public Schools	225 East Spring Street	Fuquay-Varina	NC
Teague	Jane	Principal	Eastern Guilford High School	415 Peeden Drive	Gibsonville	NC
Boyd	Shirley	Vice President for Academic	Wayne Community College	Caller Box 8002	Goldsboro	NC
Shivar	Curtis	Associate Vice President/Ac	Wayne Community College	Caller Box 8002	Goldsboro	NC
Nettles	Sharon	Guidance Counselor	J.S. Waters School	Box 99	Goldston	NC
Carver	Ellen	Department Head	Alamance Community College	P.O. Box 8000, Jimmy Kerr Rd.	Graham	NC
Dodson	Gil	Department Head	Alamance Community College	P.O. Box 8000	Graham	NC
Gee	Wallace	Member, Board of Trustees	Alamance Community College	P.O. Box 8000	Graham	NC
Hampton	Brenda	Tech Prep Coordinator	Alamance Community College	P.O. Box 8000	Graham	NC
Helms	Anne	English Instructor	Alamance Community College	P.O. Box 8000, Jimmy Kerr Rd.	Graham	NC
Hobbs	Jim	Department Head	Alamance Community College	P.O. Box 8000	Graham	NC
Joy	Bill	Vocational Director	Alamance County Schools	609 Ray St.	Graham	NC

st	First	Title	Organization	Address	City	State
	Suella	Division Chair-Human Servic	Alamance Community College	P.O. Box 8000, Jimmy Kerr Rd.	Graham	NC
	Judy	Asst. Superintendent for Instr	Alamance County Schools	609 Ray Street	Graham	NC
	Frank	Director of Student Services	Alamance Community College	P.O. Box 8000	Graham	NC
	Wallace	Tech Prep Coordinator	Alamance Community College	P.O. Box 8000	Graham	NC
	Donna	VoCats, Program Administrat	Guilford County Schools	120 Franklin Boulevard	Greensboro	NC
	Joe	Vocational Specialist	Guilford County Schools	120 Franklin Blvd.	Greensboro	NC
	Daniel	Dir. of Vocational Education	Pitt County Schools	1717 W. 5th Street	Greenville	NC
ck	Barbara		Washington County Board of Educ	P.O. Box 730	Hagerstown	NC
	Reed	Testing/Secondary Ed. Speci	Halifax County Schools	P.O. Box 468	Halifax	NC
	Steven	Superintendent	Halifax County Schools	P.O. Box 468	Halifax	NC
	Joe	President	Richmond Community College	P.O. Box 1189	Hamlet	NC
	Doug	Superintendent	Richmond County Schools	P.O. Drawer 1259	Hamlet	NC
	Carl	Guidance Counselor	Havelock High School	101 Webb Blvd.	Havelock	NC
	Dorcas	HOE Teacher	Hayesville High School	Yellow Jacket Drive	Hayesville	NC
	Sandra	Assistant Principal	Hayesville High School	Yellow Jacket Drive	Hayesville	NC
	Thomas	PT Teacher	Hayesville High School	Yellow Jacket Drive	Hayesville	NC
	Cindy	BOE Teacher	Hayesville High School	Yellow Jacket Drive	Hayesville	NC
	Teressa	Math Teacher	Hayesville High School	Yellow Jacket Drive	Hayesville	NC
	Shelby	BOE Teacher	Hayesville High School	Yellow Jacket Drive	Hayesville	NC
	Sharon	Marketing Teacher - Coordin	North Wilkes High School - Wilkes	P.O. Box 430	Hays	NC
h	Lynn	Dean of Student Services	Vance-Granville Community Colle	P.O. Box 917	Henderson	NC
	David	Vocational Director	Henderson County Public Schools	414 4th Ave. West	Hendersonville	NC
r	Glenda	Guidance Counselor	Rugby Middle School	3555 Haywood Rd.	Hendersonville	NC
	Lynn	Assistant Principal	Rugby Middle School	3555 Haywood Rd.	Hendersonville	NC
	Barbara	Counselor	Perquimans County High School	P.O. Box 398	Hertford	NC
	Barbara	Counselor	Perquimans County High School	P.O. Box 398	Hertford	NC
	Kent	School Counselor	Hicklory High School	1234 Third Street NE	Hickory	NC
	Doug	Associate Principal	South View Sr. High	Elk Road	Hope Mills	NC
	Mark	Counselor	South View Sr. High	Elk Road	Hope Mills	NC
	George	Associate Principal	South View Sr. High School	Elk Road	Hope Mills	NC
	Sue	Vocational Teacher	South View Sr. High	Elk Road	Hope Mills	NC
	Lisa	Associate Principal	South View Jr. High School	Elk Road	Hope Mills	NC
y	Ralph	Associate Principal	Hope Mills Jr. High School	220 Cameron Rd.	Hope Mills	NC
	Caroline	IEC	South View Sr. High	Elk Road	Hope Mills	NC
	Cindy	Counselor	South View Jr. High	Elk Road	Hope Mills	NC
	Terry	Teacher	Hibriton High	C90 Box 8, Boxwood At.	Hudson	NC
	Lela	Counselor	North Mecklenburg High School		Huntersville	NC
	Alicisa	Math Teacher	North Mecklenburg Sr. High	11201 Old Statesville Rd.	Huntersville	NC
	James	Department Head for Electric	Coastal Carolina Community Colle	444 Western Blvd.	Jacksonville	NC
d	Judy	Middle Grades Curriculum S	Onslow County Schools	P.O. Box 99, 200 Broadhurst Rd.	Jacksonville	NC
	Don	Vocational Director	Onslow County Schools	200 Broadhurst Rd.	Jacksonville	NC
	Dwight	Department Head for Diesel	Coastal Carolina Community Colle	444 Western Blvd.	Jacksonville	NC
	Walter		Coastal Carolina Community Colle	444 Western Blvd.	Jacksonville	NC
	Guy	Dean, Tech Prep	Guilford Technical Community Coll	P.O. Box 309	Jamestown	NC

Last	First	Title	Organization	Address	City	State
McDougald	Madie	Secondary Supervisor	Harnett County Schools	P.O. Box 1029	Lillington	NC
Meece	Tom	Director, Industrial Dev. Com	Harnett County	P.O. Box 1270	Lillington	NC
Robinson	Cheryl	Guidance Counselor	Western Harnett Middle School	RFD 2 Box 175-A	Lillington	NC
White	Ned	Principal	Western Harnett Middle School	RFD 2 Box 175-A	Lillington	NC
Heuts	Robert	Director	Franklin Co. Economic Dev. Com	P.O. Box 529	Louisburg	NC
Jones	Laureen	IEC Coordinator	Franklin County Schools	P.O. Box 449	Louisburg	NC
Marshall	Isidra	Home Economics Teacher	Franklinton High School	Rt. 2 Box 282	Louisburg	NC
Sherrick	Barbara	Tech Prep Coordinator	Franklin County Schools	P.O. Box 449	Louisburg	NC
Anderson	Keith	Technology Teacher	Robeson County Schools	P.O. Drawer 2909	Lumberton	NC
Atkinson	John	Asst. VP for Educational Ser	Robeson Community College	Box 1420	Lumberton	NC
Dorman	Mary Laura	Coordinator	Public Schools of Robeson County	P.O. Drawer 2909	Lumberton	NC
Fields	Janice	Project Director, Consumer	Public Schools of Robeson County	4837 Pinedale Blvd.	Lumberton	NC
Mauney	Bill	Asst. Vice President, Student	Robeson Community College	P.O. Box 1420	Lumberton	NC
McDuffie	Joyce	Teacher	Pembroke Middle School	P.O. Box 1186	Lumberton	NC
Smith	Wilbur	Director of Vocational Educa	Robeson County Schools	Hwy 711/72	Lumberton	NC
Staton	John	Chairman, Board of Trustees	Robeson Community College	P.O. Box 1420	Lumberton	NC
Swett	Purnell	Superintendent	Public Schools of Robeson County	P.O. Drawer 2909, Hwy. 72/711	Lumberton	NC
Wall	Ward	Asst. Vice President of Ed. S	Robeson Community College	P.O. Box 1420	Lumberton	NC
Williams	Fred	President	Robeson Community College	P.O. Box 1420	Lumberton	NC
Austin	Nancy	Industry-Education Coordinat	Dare County Schools	P.O. Box 640	Manteo	NC
Lamm	Kathy	Dir. of Voc./Tech. Education	Dare County Schools	P.O. Box 640	Manteo	NC
Buff	Dean	Vocational Director	McDowell High School	Rt. 6 Box 1	Marion	NC
Church	Darlene	Computer Teacher	McDowell High School	Rt. 6 Box 1	Marion	NC
Cuthbertson	Lloyd	Dir. of Institutional Research	McDowell Technical Community C	Hwy. 226 South	Marion	NC
Gouge	Doug	Marketing Teacher	McDowell High School	Rt. 6 Box 1	Marion	NC
Gouge	Dean	Back to Industry Coordinator	McDowell High School	Rt. 6 Box 1	Marion	NC
Ledford	Debbie	Tech Prep Coordinator	McDowell High School	Rt. 6 Box 1	Marion	NC
Neal	Kristi	Industrial Education Coordin	McDowell High School	Rt. 6 Box 1	Marion	NC
Rayburn	Sharon	Math Instructor	McDowell High School	Rt. 6 Box 1	Marion	NC
Walker	Dawn	Principles of Technology Tea	McDowell High School	Rt. 6 Box 1	Marion	NC
Banks	Theresa	Principal	Madison High School	102 US 25-70	Marshall	NC
Gentry	Norris	Director of Voc./Tech. Educa	Madison County Schools	102 US 25-70	Marshall	NC
Rice	Bobby	Director of Instruction	Madison County Schools	2 Blannessette Island Road	Marshall	NC
Shelton	Mike	Science Instructor	Madison High School	102 US 25-70	Marshall	NC
Thomas	Elaine	Student Services	Madison High School	102 US 25-70	Marshall	NC
Wallin	Ronnie	Chairperson, Math Departme	Madison High School	102 US 25-70	Marshall	NC
Whitt	Carol	Chairperson, English Depart	Madison High School	102 US 25-70	Marshall	NC
Wyatt	Willa	Director of Student Services	Madison County Schools	2 Blannessette Island Road	Marshall	NC
Essey	Phillip	Teacher	Townsend Middle School	134 Carolina Street	Maxton	NC
Locklear	Herman	Teacher	Public Schools of Robeson County	Rt. 3, Box 232-AA	Maxton	NC
Quick	Lindsey	Principal	Townsend Middle School	134 Carolina Street	Maxton	NC
Revels	Glinda	IEC	Public Schools of Robeson County	141 W. Cottingham Street	Maxton	NC
McIver	Juanita	Guidance Counselor	Moncure School	Box 260, Moncure School Road	Moncure	NC
Bruschi	Jack	Assistant Principal	Union County Schools	500 N. Main St./Suite 700	Monroe	NC

Last	First	Title	Organization	Address	City	State
Faris	Grace	Principal	Union County Schools	500 N. Main St./Suite 700	Monroe	NC
Griffin	Gwyn	Principal	Union County Schools	500 N. Main St./Suite 700	Monroe	NC
Hawley	Teresa	Vocational Education Curricu	Union County Schools	500 N. Main St./Suite 700	Monroe	NC
Hillier	Jim	Instructor	Union County Schools	500 N. Main St./Suite 700	Monroe	NC
Holman	Raymond	Principal	Union County Schools	500 N. Main St./Suite 700	Monroe	NC
Howell	Linda	Counselor	Union County Schools	500 N. Main St./Suite 700	Monroe	NC
Ingram	Luan	Public Information Officer	Union County Schools	500 N. Main St./Suite 700	Monroe	NC
Latham	Gail	Secondary Supervisor	Union County Schools	500 N. Main St./Suite 700	Monroe	NC
McAfee	James	Principal	Union County Schools	500 N. Main St./Suite 700	Monroe	NC
Moore	Wally	Director of Human Resource	Union County Schools	500 N. Main St./Suite 700	Monroe	NC
Perry	Charles	Vocational Education Special	Union County Schools	500 N. Main St./Suite 700	Monroe	NC
Poston	Steve	Vice President of Enrollment	Union County Schools	500 N. Main St., Suite 700	Monroe	NC
Smith	Marcus	Assistant Principal	Union County Schools	500 N. Main St., Suite 700	Monroe	NC
Spangler	Rhoda	Helping Teacher	Union County Schools	500 N. Main St., Suite 700	Monroe	NC
Sullivan	Bill	Counselor	Union County Schools	500 N. Main St., Suite 700	Monroe	NC
Walser	Ron	Staff Development	Union County Schools	500 N. Main St., Suite 700	Monroe	NC
Ward	Linwood	Vocational Director	Union County Schools	500 N. Main St., Suite 700	Monroe	NC
White	Carolyn	Director, Pupil Personnel Ser	Union County Schools	500 N. Main St., Suite 700	Monroe	NC
Yarbrough	Hazel	Helping Teacher	Union County Schools	500 N. Main St., Suite 700	Monroe	NC
Gregory	Carlene		Mooresville City Schools	305 N Main	Mooresville	NC
Honeycutt	Judy	Director of Vocational Educa	Mooresville City Schools	305 N Main	Mooresville	NC
Howard	Ellen		Mooresville City Schools	305 N Main	Mooresville	NC
Newby	Roger	Agriculture Teacher	West Carteret High	Rt. 2 Box 390	Morehead City	NC
Shetzer	Dick	AutoCad Instructor	West Carteret High	Rt. 2 Box 390	Morehead City	NC
Temple	Millie	Applied Math Teacher	West Carteret High School	Rt. 2 Box 390	Morehead City	NC
Atwell	Carolyn		Freedom High	100 Grandview Ct., Independence	Morganton	NC
Fullwood	Doris	Director of Secondary Educa	Burke County Public Schools	P.O. Drawer 989	Morganton	NC
Jones	Richard	Asst. Superintendent of Curr/	Burke County Public Schools	P.O. Drawer 989	Morganton	NC
Knox	George	Associate Dean	Western Peidmont Community Col	1001 Burkemont Ave.	Morganton	NC
Lowery	Judith		Burke County Public Schools	P.O. Drawer 989	Morganton	NC
Rogers	Susan	Teacher	Freedom High School	Independence Blvd.	Morganton	NC
Rollyson	Libby	Business Education Instructo	Burke County Schools	PO Drawer 989	Morganton	NC
Slone	Roger	Vocational Education Superv	Burke County Public Schools	P.O. Drawer 989	Morganton	NC
Watson	Dorothy	Language Arts Instructor	Burke County Schools	PO Drawer 989	Morganton	NC
Wetmore	Warren	Technical Education Instruct	Burke County Schools	PO Drawer 989	Morganton	NC
Anderson	Clark	Special Populations	Murphy High School	104 High School Circle	Murphy	NC
Luther	Angie	Guidance Counselor	Murphy High School	104 High School Circle	Murphy	NC
Seeger	David	Dean of Instruction	Tri-County Community College	2300 Hwy. 64 East	Murphy	NC
Watson	Joy	Vocational Director	Cherokee County Schools	P.O. Box 710	Murphy	NC
Barrow	Valeria	Principal	New Bern High School	4200 Academic Drive	New Bern	NC
Campbell	Ed	Graphics Instructor	New Bern High School	4200 Academic Drive	New Bern	NC
Cooke	Cathy	Tech Prep Coordinator	Craven County Board of Education	3600 Trent Road	New Bern	NC
Davis	Doug	Director of Vocational Educa	Craven County School System	3600 Trent Road	New Bern	NC
Dill	Billy	Director of Vocational/Techni	Craven County Schools	3600 Trent Road	New Bern	NC

Last	First	Title	Organization	Address	City	State
Durham	Donna	Drafting Instructor	Craven Community College	800 College Court	New Bern	NC
Furman	Janet	Director of Guidance/Comm	Craven County Schools	3600 Trent Road	New Bern	NC
Hemphill	Jean	Dean of Service Technologie	Craven Community College	800 College Court	New Bern	NC
McGowan	Gerald	Dean of Industrial Technolog	Craven Community College	800 College Court	New Bern	NC
Satz	Marie	Guidance Counselor	New Bern High School	4200 Academic Drive	New Bern	NC
Sears	Bradford	Vice President for Instruction	Craven Community College	800 College Court	New Bern	NC
Sneeden	Brad	Superintendent	Craven County Schools	3600 Trent Road	New Bern	NC
Campany	Kay	Teacher, Applied Biology/Ch	Avery County High School	Avery County High School	Newland	NC
Hardin	Hank		Avery County High School	P.O. Box 1300	Newland	NC
Krege	Marion	Teacher, Applied Communic	Avery County High School	P.O. Box 1300	Newland	NC
Snead	Steve		Avery County High School	P.O. Box 1300	Newland	NC
Taylor	Jim	Teacher, Technical Math	Avery County High School	P.O. Box 1300	Newland	NC
Adcock	Wesley	Agriculture Education Instruc	Granville Co. Schools	211 Forest Rd.	Oxford	NC
Desnosiers	Sandra	Teacher	J. F. Webb High School	3200 Webb School Road	Oxford	NC
Gooch	John	Director of Vocational Educa	Granville County Schools	P.O. Box 927	Oxford	NC
McDonald	Neill	Principal	J. F. Webb High School	2200 Webb School Road	Oxford	NC
Pritchett	John	Teacher	J. F. Webb High School	3200 Webb School Road	Oxford	NC
Brewington	Bill	Principal	Purnell Swett High School	P.O. Box 1210	Pembroke	NC
Deese	John	Vocational Coordinator	Purnell Swett HS, Public Schools	P.O. Box 1210	Pembroke	NC
Hunt, Jr.	Johnny	Teacher	Public Schools of Robeson County	P.O. Box 2722	Pembroke	NC
Carr	Dawson	Associate Dean of Instruction	Sandhills Community College	2200 Airport Road	Pinehurst	NC
Lewis	George	Dean of Instruction	Sandhills Community College	2200 Airport Rd.	Pinehurst	NC
Bland	Beverly	Guidance Counselor	Horton Middle School	Box 636 Sanford Hwy.	Pittsboro	NC
Churchwell	Sylvia	Guidance Counselor	Northwood High School	Rt. 4, Box 61	Pittsboro	NC
Johnson	Charles	Secondary School Superviso	Chatham County Schools	P.O. Box 128	Pittsboro	NC
Joyce	Paul	Vocational Director	Chatham County Schools	P.O. Box 128	Pittsboro	NC
Lehman	Wade	Principal	Northwood High School	Rt. 4 Box 61	Pittsboro	NC
Mabe	Larry	Assistant Superintendent	Chatham County Schools	P.O. Box 128	Pittsboro	NC
Parks	Robin	Industry Education Coordinat	Northwood High School	Rt. 4 Box 61	Pittsboro	NC
Warfford	Linda	Elementary Supervisor	Chatham County Schools	Box 128	Pittsboro	NC
Bissett	Willett	Textiles Instructor	Hoke County High School	600 S. Bethel Road	Raeford	NC
Bridges	Randy	Principal	Hoke County High School	600 S. Bethel Road	Raeford	NC
Harrison	William	Superintendent	Hoke County Schools	310 Wooley Street, P.O. Box 370	Raeford	NC
McGougan	Dan	Agriculture Teacher	Hoke County Schools	600 S. Bethel Street	Raeford	NC
Moss	Jeff	Director of Vocational Educa	Hoke County Schools	310 Wooley Street	Raeford	NC
Atkinson	June	Director	N.C. Dept. of Public Instruction	301 N. Wilmington St.	Raleigh	NC
Brown	Walter	Consultant	N.C. Dept. of Public Instruction	6044 Education Bldg.	Raleigh	NC
Bullock	Shirley	Consultant	NC Department of Public Instructio	301 N. Wilmington Street	Raleigh	NC
Davis	Lorraine	Vocational Instructional Spec	SDPI	301 N. Wilmington St.	Raleigh	NC
Etheridge	Bob	State Superintendent	N.C. State Dept. of Instruction	301 North Wilmington Street	Raleigh	NC
Greaven	Dan	Consultant	N.C. Dept. Public Instruction	301 N. Wilmington St.	Raleigh	NC
Hawes	Sarah	Consultant	Dept. of Public Instruction	301 N. Wilmington St.	Raleigh	NC
Herndon	Wayne	Vocational Program Speciali	Wake County Schools	PO Box 28041	Raleigh	NC
Langston	Vann	Chief Consultant for High Sc	N.C. Dept. of Public Instruction	301 N. Wilmington Street	Raleigh	NC

Last	First	Title	Organization	Address	City	State
MacCormac	Nancy	Executive Director	NC Occupational Information Coor	P.O. Box 27625	Raleigh	NC
McNeely	Allen	Coordinator, Federal Vocatio	N.C. Dept. of Community Colleges	200 W. Jones Street	Raleigh	NC
Phillips	Dave	Secretary	N.C. Dept. of Commerce	430 N. Salisbury Street	Raleigh	NC
Pittman	Mike	Program Coordinator	NC Department of Community Coll	200 W. Jones Street	Raleigh	NC
Pumphrey	Gerald	Program Coordinator	Department of Community College	200 W. Jones St.	Raleigh	NC
Randolph	Willie	State Consultant	N.C. Dept. of Public Instruction	301 N. Wilmington St.	Raleigh	NC
Robertson	Horace	Consultant	N.C. Dept. of Public Instruction	301 N. Wilmington St.	Raleigh	NC
Scott	Robert	President	N.C. Dept. of Community Colleges	200 West Jones Street, Caswell Bl	Raleigh	NC
Shumate	Deborah	Technology Education Cons	N.C. Dept. of Public Instruction	301 N. Wilmington St.	Raleigh	NC
Smith	Ken	Chief Consultant	Accountability and Support Service	301 N. Wilmington St.	Raleigh	NC
Smith	Kim	Consultant	N.C. Dept. of Public Instruction	301 N. Wilmington St.	Raleigh	NC
Smith	Kenneth	Chief Consultant	Voc. Tech Ed., N.C. Dept. of Publi	301 N. Wilmington St.	Raleigh	NC
Thigpen	Ken	Consultant	N.C. Dept. of Public Instruction	301 N. Wilmington Street	Raleigh	NC
VanKirk	Bob	Director of Public Policy	Public School Forum of N.C.	3739 National Drive, Suite 210	Raleigh	NC
Watson	Annette	Tech Prep Coordinator	Wake Co. Public Schools	3600 Wake Forest Road	Raleigh	NC
Watson	Annette	Tech Prep Coordinator	Wake County Schools	3600 Wake Forest Rd.	Raleigh	NC
Weaver	Luby	Interim Director	NC Department of Community Coll	200 W. Jones Street	Raleigh	NC
West	Phyllis	Home Econ. Education Cons	N.C. Dept. of Public Instruction	301 N. Wilminton St.	Raleigh	NC
Wingate	James	Vice President for Programs	N.C. Dept. of Community Colleges	,200 West Jones Street, Caswell B	Raleigh	NC
Cody	Ginger	Principal	Robbinsville High School	P.O. Box 625	Robbinsville	NC
Davis	Rick	Associate Superintendent	Graham County Schools	P.O. Box 605	Robbinsville	NC
Edwards, Jr.	Bergin	Director of Vocational Educa	Robbinsville High School	P.O. Box 625	Robbinsville	NC
Nash	Sonja	Math Teacher	Robbinsville High School	P.O. Box 625	Robbinsville	NC
Nelms	Mary	Business Education Teacher	Robbinsville High School	P.O. Box 625	Robbinsville	NC
Williams	Brenda	Science Teacher	Robbinsville High School	P.O. Box 625	Robbinsville	NC
Goode	Jim	PT Teacher	Rutherfordton - Spindale High	Highway 221 N	Rutherfordton	NC
Harris	Crystal	Guidance Counselor	R-S Middle School	Highway 74 Business	Rutherfordton	NC
Jones	Martha	Science Teacher	R-S Central High School	P.O. Box 1119	Rutherfordton	NC
Marlowe	Rhonda	Middle School Teacher	R-S Middle School	Laurel Drive	Rutherfordton	NC
McCool	Patrick	Math - Technical Math	RS Central High School	P.O. Box 119	Rutherfordton	NC
Richard	Jennifer	Teacher	R-S Central High School	Box 1119, Highway 221N	Rutherfordton	NC
Whitfield	Susan	Assistant Principal	R-S Central High School	P.O. Box 1119	Rutherfordton	NC
Hammill	Rebecca	Dir. of Early Childhood Progr	Rowan-Cabarrus Community Colle	P.O. Box 1595	Salisbury	NC
Jones	Glenda	Program Head	Rowan-Cabarrus Community Colle	P.O. Box 1595	Salisbury	NC
Kolhattkar	Ravi	Dean, Business Technologie	Rowan-Cabarrus Community Colle	P.O. Box 1595	Salisbury	NC
Luckadoo	Shirley	Vice President, Academic Pr	Rowan-Cabarrus Community Colle	P.O. Box 1595	Salisbury	NC
Mann	Judy	Instructor, Associate Degree	Rowan-Cabarrus Community Colle	P.O. Box 1595	Salisbury	NC
Mills	Jearldean	Asst. Vice President, Acade	Rowan-Cabarrus Community Colle	P.O. Box 1595	Salisbury	NC
Novebilski	Margaret	Asst. Director of Admissions	Rowan-Cabarrus Community Colle	P.O. Box 1595	Salisbury	NC
Poole	Robert	Program Head Drafting & De	Rowan-Cabarrus Community Colle	P.O. Box 1595	Salisbury	NC
Reid	John	Dean, Liberal Arts	Rowan-Cabarrus Community Colle	P.O. Box 1595	Salisbury	NC
Sellers	Margaret	Instructor, Practical Nursing	Rowan-Cabarrus Community Colle	P.O. Box 1595	Salisbury	NC
Sherer	David	Instructor	Rowan/Cabarrus Community Colle	P.O. Box 1595	Salisbury	NC
Stevens	Bonnie	Industry Education Coordinat	South Rowan High School	1347 Parkview Circle	Salisbury	NC

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Bridges	Jackie	Special Pop./Vocats Coordin	Rutherford County Schools	219 Fairground Rd.	Spindale	NC
Campbell	Clarence	Assistant Vocational Director	Rutherford County Schools	219 Fairground Road	Spindale	NC
Harrison	Robert	Vice President, Academic/St	Isothermal Community College	Box 804	Spindale	NC
Lyles	Raymond	Vocational Director	Rutherford County Schools	219 Fairground Road	Spindale	NC
McDaniel	Bill	Drafting Instructor	Isothermal Community College	Box 804	Spindale	NC
Tucker	Tammy	English Instructor	Isothermal Community College	Box 804	Spindale	NC
Waddingham	Bruce	Dean Vo-Tech Division	Isothermal Community College	Box 804	Spindale	NC
Womack	Nancy	Dean College Transfer	Isothermal Community College	Box 804	Spindale	NC
Downing	Jane	Counselor	Spring Lake Jr. High	612 Spring Ave.	Spring Lake	NC
Tucker	Ernestine	Counselor	Spring Lake Jr. High	612 Spring Ave.	Spring Lake	NC
Everette	Judy	Business Teacher	St. Pauls High School	N. Old Stage Rd.	St. Paul	NC
Hunt	Lugennia	Business and Office Educati	St. Pauls High School	North Old Stage road	St. Pauls	NC
Fulcher	Thomas	Dean of Instruction	Pamlico Community College	223 N. Oak St.	Statesville	NC
McMullin	Marcia	Associate Principal	Stedman Jr. High	Rt. 2 Box 2	Stedman	NC
Wilson	Diane	Counselor	Stedman Jr. High School	Rt. 2 Box 2	Stedman	NC
Bellamy	Anne-Marie	Public Information Officer	Brunswick Community College	P.O. Box 30	Supply	NC
Harrison	Ann	Technical Assistant	Brunswick Community College	P.O. Box 30	Supply	NC
McLean	Beth	Dean of Student Services	Brunswick Community College	P.O. Box 30	Supply	NC
Moorefield	Joe	Counselor	Brunswick Community College	P.O. Box 30	Supply	NC
Simpson	Johnnie	Vice President ofr Instruction	Brunswick Community College	P.O. Box 30	Supply	NC
Williams	Velma	Admissions REcruitment Co	Brunswick Community College	P.O. Box 30	Supply	NC
Cook	Dianne	Vocational Education Directo	Jackson County Schools	43 Hospital Rd.	Sylva	NC
Absher	Steve	Guidance Counselor	Alexander County Schools	P.O. Box 128	Taylorsville	NC
Busque	Sherry	Guidance Counselor	Alexander County Schools	P.O. Box 128	Taylorsville	NC
Gantt	Susan	Agriculture Teacher	Alexander County Schools	P.O. Box 128	Taylorsville	NC
Hargrave	Lolita	Special Populations Coordin	Alexander County Schools	P.O. Box 128	Taylorsville	NC
Honeycutt	Mike	Technical Drafting Teacher	Alexander County Schools	P.O. Box 128	Taylorsville	NC
Matheson	Carol	Dir. Voc./Tech Education	Alexander County Schools	P.O. Box 128	Taylorsville	NC
Morgan	Jim	Tech Prep Committee	Alexander Central High School	241 School Avenue	Taylorsville	NC
Sherrill	Charles	Principal	Alexander County Schools	P.O. Box 128	Taylorsville	NC
Stewart	Kim	Tech Prep Committee	Alexander Central High School	241 School Avenue	Taylorsville	NC
Zeigler	Dave	Guidance Counselor	Alexander County Schools	P.O. Box 128	Taylorsville	NC
McCrary	Kathy	Industry Education Coordinat	Davidson Co. Schools	501 Lake Rd.	Thomasville	NC
Smith	Gloria	IEC	Davidson County Schools	Rt. 4 Box 773	Thomasville	NC
Koonce	Johnise	Vocational Director	Jones County Board of Education	P.O. Box 187	Trenton	NC
White	Jeletha	Secondary Supervisor	Jones County Schools	P.O. Box 187	Trenton	NC
Jolly	Bob	Principal	West Craven High School	2600 Streets Ferry Road	Vanceboro	NC
Meltzer	Mark	Guidance Counselor	West Craven High School	2600 Streets Ferry Road	Vanceboro	NC
Daly	Tom	Associate Superintendent	Warren County Schools	P.O. Box 110	Warrenton	NC
Davis	Audrey	Counselor	Warren County High	Rt. 1 Box 149	Warrenton	NC
Huffman	David	High School Guidance Coun	Warren County High School	Rt. 1 Box 149	Warrenton	NC
Johnson	Mary Ann	Principles of Technology Inst	Warren County High School	Rt. 1 Box 149	Warrenton	NC
Mason	Linda	Vocational Director	Warren County Schools	P.O. Box 110	Warrenton	NC
McCloud	William	Teacher	Warren County High School	Rt. 1 Box 149	Warrenton	NC

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Blankenship	Leland	Vocational Director	Haywood County Schools	1615 N. Main Street	Waynesville	NC
Campbell	Karen	Superintendent	Haywood County Schools	1615 N. Main St.	Waynesville	NC
Edwards	Kaye	Counselor	Haywood County School System	350 Tuscola School Rd.	Waynesville	NC
Russell	Vicki	Assistant Principal	Haywood County School System	Bethel Middle School, Rt. 3	Waynesville	NC
Schandevel	Jim	Guidance Counselor	Haywood County Schools	Waynesville Middle School, 507 Br	Waynesville	NC
Yates	Linda	Industry Education Coordinat	Haywood County Schools	Tuscola High School, 350 Tuscola	Waynesville	NC
Wells	Bonnie	Counselor	North Buncombe High School	890 Clarks Chapel Rd.	Weaversville	NC
Phillips	Gary	PT/Physics Teacher	North Buncombe High School	890 Clarks Chapel Rd.	Weaverville	NC
Amason	Delores	Instructor	Halifax Community College	P.O. Drawer 809	Weldon	NC
Eisenmenger	Thomas	Computer Technology Depar	Halifax Community College	P.O. Drawer 809	Weldon	NC
Franklin	Jennie	Asst. Superintendent	Weldon City Schools	PO Box 31	Weldon	NC
Jobe	Robert	Division Chair, Voc./Industria	Halifax Community College	P.O. Drawer 809	Weldon	NC
Johnson	Shirley	Math Education Teacher	Weldon High School	PO Box 71	Weldon	NC
Mills	Edward	Vocational Education Directo	Weldon City Schools	P.O. Box 31	Weldon	NC
Moseley	Nancy	Public Service Division Chair	Halifax community College	P.O. DRawer 809	Weldon	NC
Robertson	Myra	Division Chairman, Nursing	Halifax Community College	P.O. Drawer 809	Weldon	NC
Segars	Rhonda	Accounting Instructor	Halifax Community College	Hwy. 158 W.	Weldon	NC
Stanley	Bill	Vice President	Halifax Community College	P.O. Drawer 809	Weldon	NC
Thomton	Matilda	Business Education Teacher	Weldon High School	PO Box 71	Weldon	NC
Williamson	Clemon	Principal	Weldon City Schools	P.O. Box 71	Weldon	NC
Citty	Joan	Assoc. Exec. Vice President	Rockingham Community College	Box 38	Wentworth	NC
Williams	Don	Dean of Business Technologi	Rockingham Community College	P.O. Box 38	Wentworth	NC
Barbour	Coleman	Principal	Whiteville City Schools	P.O. Box 609	Whiteville	NC
Jefferys	Edward	Vocational Coordinator	Columbus County Schools	P.O. Box 729	Whiteville	NC
McRae	Macy	Dir. of Voc./Tech. Education	Columbus County Schools	P.O. Box 729	Whiteville	NC
Nance	Thomas	Superintendent	Columbus County Schools	P.O. Box 729	Whiteville	NC
Phillips	Al	Small Bus. Coordinator	Southeastern Community College	P.O. Box 729	Whiteville	NC
Pierce	Lon	Assistant Superintendent	Whiteville City Schools	P.O. Box 609	Whiteville	NC
Pope	William	Secondary-Testing Director	Columbus County Schools	P.O. Box 729	Whiteville	NC
Casstevens	Jane	HOE Teacher	Wilkes Career Education Center	Rt. 2 Box 50	Wilkesboro	NC
Lassiter	Melinda	Instructional Specialist	N.C. Dept. of Public Instruction	201 Curtis Bridge Road	Wilkesboro	NC
Averette	Karen	Industry Education Coordinat	Martin County Schools	300 N. Watts Street	Williamston	NC
Hagen	Barbara	Industry Education Coordinat	Martin County Schools	300 N. Watts Street	Williamston	NC
Harris	Susan	Vocational Assessment Coor	Martin County Schools	300 N. Watts Street	Williamston	Nc
Jenkins	Ronnie	Chairmanof Technologies De	Martin Community College	Kehukee Park Road	Williamston	NC
Knox	Janet	VOCATS Coordinator/Vocati	Martin County Schools	300 N. Watts Street	Williamston	NC
Ross	Barbara	Chair, Business/Computer T	Martin Community College	Kehukee Park Rd.	Williamston	NC
Bowie	Benjamin	Department Chair -Engineeri	Cape Fear Community College	411 North Front Street	Wilmington	NC
Buis	Charlie	Instructor	Cape Fear Community College	411 N. Front Street	Wilmington	NC
Gildia	Philip	Lead Instructor/Computer En	Cape Fear Community College	411 North Front Street	Wilmington	NC
Hanson	Wayne	Southeast Partnership Direct	N.C. Science & Mathematics Allian	246 Inlet Pt. Drive	Wilmington	NC
Martin	Pat	Industry Education Coordinat	New Hanover County Schools	1307 Market Street	Wilmington	NC
Rea-Poteat	Mary	Director of Career Assessme	Cape Fear Community Colleges	411 N. Front St.	Wilmington	NC
Home	Hadie	Dean of Curriculum Program	Wilson Technical Community Coll	902 Herring Ave.	Wilson	NC

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Lucas	Jimmie	Vocational Counselor	Hunt High School	4559 Lamm Rd.	Wilson	NC
Mayo	Isabel	Vocational Coordinator	Wilson County Schools	P.O. Box 2048	Wilson	NC
Prafica	Dave	Tech Prep Coordinator	R.L. Fike High School	500 Harrison Dr.	Wilson	NC
Byrum	Jerry	Teacher - ICT	Bertie High School	715 US 13-17 North	Windsor	NC
Dobbim	Orlando	Assistant Principal	Bertie High School	715 US 13-17 North	Windsor	NC
Outlaw	Evelyn	Teacher	Bertie High School	715 US 13-17 North	Windsor	NC
Vick	Effie	Teacher, Accounting	Bertie High School	715 US 13 North	Windsor	NC
Blanton	Debbie	Assistant Principal	Parkland High School	1600 Brewer Rd.	Winston-Salem	NC
Cranfill	Martha	Tech Prep Coordinator	Winston-Salem/Forsyth County Sc	P.O. Box 2513	Winston-Salem	NC
Hunter	Sandra	Curriculum Coordinator	Kennedy Middle School	1000 N. Highland Ave.	Winston-Salem	NC
Imgrund	Janice	Technology Specialist	Rowland Hill Latham Elementary	986 Hutton Street	Winston-Salem	NC
Lucas	Beth	Program Manager - Vocation	Winston-Salem/Forsyth County Sc	P.O. Box 2513	Winston-Salem	NC
Shutt	Kaye	Principal	North Forsythe High School	5705 Shattalon Drive	Winston-Salem	NC
Stankwytch	Cathy	Curriculum Coordinator	Parkland High School	1600 Brewer Rd.	Winston-Salem	NC
Treadway	Sandy	Counselor	Winston-Salem/Forsyth County Sc	1600 Brewer Rd.	Winston-Salem	NC
Wrisley	Mary	Curriculum Specialist	Edgecombe County Schools	323 Woodridge Drive	Winterville	NC
Walker	Charlie	Asst. Superintendent of Voc.	Yadkin County Schools	Rt. 6 Box 105, Washington St.	Yadkinville	NC
Redd	Lewis	President	Craven Community College	800 College Court	New Bern	NNC
Mirabito	Mary	Research and Dev. Consulta	Nassau County Tech Prep Consort	Nassau BOCES, Valentines and Pl	Westbury	NY
Osteen	Beth	Vice President	Marketing Education Resource Ce	P.O. Box 12226	Columbus	OH
Bowman	Lona	Tech Prep Coordinator	Miami Valley Tech Prep Consortiu	4032 Reinwood Dr.	Dayton	OH
Parnell	Dale	Professor	Oregon State University	Education Hall 220	Corvallis	OR
Corbett	Shirley	Tech Prep Coordinator	Florence, Darlington Technical Col	P.O. Box 100548	Florence	SC
Rountree	Jim	Assistant Principal	Fort Mill High School	118 Munn Rd.	Fort Mill	SC
Fox	C. R.	Assistant Principal	Appamattox County Public School	P.O. Box 548	Appamattox	VA
Rice	Pat	Vocational Teacher	Appamattox County Public School	P.O. Box 548	Appamattox	VA
Smith	Betty Jo	Guidance Counselor	Appamattox County Pblic Schools	P.O. Box 548	Appamattox	VA
Tweedy	Jean	English Teacher	Appamattox County Public School	P.O. Box 548	Appamattox	VA
Waddell	Bobby	Dir. of Voc. Ed. and Technol	Appamattox County Public School	P.O. Box 548	Appamattox	VA
Whitehurst	Michelle	Biology Teacher	Appamattox County Public School	P.O. Box 548	Appamattox	VA
Lyttle	John		Clarke County High School	Rt. 3 Box 5577	Berryville	VA
Cluesman	Donna	Instructor of Nursing	Mountain Empire Community Colle	P.O. Drawer 700	Big Stone Gap	VA
Collier	Louis	Tech Prep Coordinator	Mountain Empire Community Colle	P.O. Drawer 700	Big Stone Gap	VA
Hicks	Leah		Mountain Empire Community Colle	P.O. Drawer 700	Big Stone Gap	VA
Watson	Johanne	Associate Professor, Nursing	Mountain Empire Community Colle	P.O. Drawer 700	Big Stone Gap	VA
Laws	Cindy		Mountain Empire Community Colle	P.O. Drawer 700	Big Stone Gap	VA
Crockett	Sam	Supervisor of Secondary Ed	Tazewell County Public Schools	615 Quail Dr,	Bluefield	VA
Griffin	Kristin	Teacher	Bristol Virginia Public Schools	222 Oak Street	Bristol	VA
Hite	Eloise	Teacher	Bristol Virginia Public Schools	222 Oak Street	Bristol	VA
Hurley	Paul	Asst. Principal, Virginia High	Bristol Virginia Public Schools	222 Oak Street	Bristol	VA
Lester	Norma	Tech Prep Director	Highlands Consortium	222 Oak Street	Bristol	VA
Shanks	William	Assistant Superintendent	Bristol Virginia Schools	222 Oak Street	Bristol	VA
Baker	Bobby	Director of Instruction	Dickenson County Schools	P.O. Box 1127	Clintwood	VA
Allen	Linda	Secondary Supervisor	Warren County School Board	111 E. Criser Rd.	Front Royal	VA

Last	First	Title	Organization	Address	City	State
Witten	Tom	Tech Prep Coordinator	Southwest Virginia Community Col	Box SVCC	Richlands	VA
Beardon	Ronald	School-to-Work Specialist	Virginia Department of Education	P.O. Box 2120	Richmond	VA
Long	Brenda	Vocational Education Superv	Tazewell County Schools	209 W. Fincastle TNPK	Tazewell	VA
Stone	Bill	Asst. Superintendent	Tazewell County Public Schools	209 West Fincastle	Tazewell	VA
Alfonsi	Anthony		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Allen	Anne		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Archbell	Sharon		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Barnett	Lou		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Borum	Robyn		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Bowen	Charles	School Board Member (TBA)	Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Butts	James		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Carter	Joycelyn		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Daley	Jacqueline		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Ellis	Joyce		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Frank	Greg		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Hamer	Jane		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Hawkins	Andy		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Holt	Diann		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Home-Holland	Rose		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Huber	Nancy		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Ianni	Ed		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Koontz	Glenn		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Lawson	Denise		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Leary	Sam		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Little	Dorothy		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Love	Linda		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Marshall	Earnest		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Olivenbaum	Donna		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Poniatowski	Jinxey		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Ray	Haroleen		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Rayfield	Jim		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Richardson	James		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Ricker	LeeAnne		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Robinson	Bob		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Russell	William		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Singleton	Maxine		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Victory	Martin		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Wiggins	Clyde		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Williams	Cathy		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Sawyer	Ernie		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Brown	Debbie	Guidance	Dowell J. Howard Vocational Tech	156 Dowell J. Circle	Winchester	VA
Robertson	James	Tech Ed. Instructor	Handley High School	Handley Blvd.	Winchester	VA
Schuhr	Katherine		Tidewater Tech Prep Consortium	1700 College Crescent	Virginia Beach	VA
Beardemphl	Robert	Senior Associate	Ken Watson and Associates	503-6th Avenue South, Unit 1	Edmonds	WA

Last	First	Title	Organization	Address	City	State
Watson	Ken	President	Ken Watson and Associates	18003 - 60th Ave. N.E.	Seattle	WA
Adams	Doug	Graphics Art Teacher	Sanderson High School			
Anders Locke	Teresa		Fisher Scientific - EMD			
Anderson	Lynn		Academic Innovations			
Avant	Rose		North Carolina Tech Prep Center			
Babb	Sandra	Executive Director	Governor's Com on Workforce Pre			
Balogun	Lateef	Instructor	Halifax Community College			
Beck	Eddie	Principal	Hamlet Jr. High School			
Boyette	Jim	Principal	Washington High School			
Brigman	Gary	Teacher	Red Springs High School			
Brinson	Ann		EDITS			
Brown	Kenneth	Consultant	AIT			
Bryant	Donald	President	Carteret Community College			
Bumette	33970	Apprenticeship Coordinator	Washington High School			
Butler	Ed	Department of Technology	Appalachian State University			
Callahan	Max		Globe Fearon Educational Publish			
Cameron	Donald	President	Guilford Community College			
Company	Kay	Teacher	Avery County Schools			
Corry	Larry	Supervisor of Re-Engineerin	Hoechst - Celanese			
Crabbe	Anne	Director	W.K. Kellogg Executive Collaborat			
Davis	Jean	Counselor	Rohanen Jr. High School			
Davis	Carolyn	Guidance Counselor	Sanderson High School			
Davis	Tom		Southern Ed Systems			
Dodd	Carol	English Teacher	Richmond Co. Schools/Richmond			
Eades	J. W.	Associate Dir. for Fed. Voc.	N.C. Dept. of Community Colleges			
Everett	Rudolph	Director of Vocational Educa	Beaufort County Schools			
Finney	Pam		SERVE			
Getsinger	Nancy	Career Exploration Teacher	Richmond Co. Schools/Richmond			
Greer	Pamela	Industrial Education Coordin	Caldwell County Schools			
Gunter	Bobby	Chair, Science Dept.	Madison City Schools			
Halsey	Tim		Bergwall Productions, Inc.			
Hamilton	Sarah	Science Consultant	North Carolina Tech Prep Center			
Harrell	Jack	Orthodontist, Chairperson	Greater Eastern Tech Prep Consor			
Harris	Kenneth	Chairman	North Carolina Board of Education			
Harvey	Cathryn		Curriculum Associates, Inc.			
Hemby	Gene	Tech Prep Coordinator	Pitt Community College			
Hiatt	Katy		South-Western Publishing Compa			
Hinson	Pam		Richmond County Schools			
Hodge	Tony		Glencoe Publishing Company			
Honeycutt	Diane	Executive VP for Administrat	Richmond Community College			
Jackson	Lisa		Richmond County Schools			
Johnson	Bill		Carolina Training			
Johnson	Barbara		Southern School Media			
Johnston	James	Chairman and Chief Executi	R.J. Reynolds Tobacco Company			

Last	First	Title	Organization	Address	City	State
Thornburg	Steve	President	Cleveland Community College			
Walton	Allan		The Psychological Corporation			
Webb	Martha	Director of Vocational Educa	Richmond County Schools			
West	Tammy		Richmond County Schools			
White	Jim		ACT			
White	Anne	Director of Vocational Educa	Perquimans County Schools			
Williams	Lori		North Carolina Tech Prep Center			
Williamson	Freddie	Principal	Sampson County/Clinton City Sch			
Willis	Gwen		Goodheart - Willcox			
Willis	Ron		Manus Educational Machiners			
Woodbury	Max		Piney Mountain Press/JAM Enterpr			
Wright	Debbie	Counselor	Ellerbe Jr. High School			
845			840			

845

Sorted by Business/Organi 1994 CONFERENCE REGISTRATION — APPENDIX C

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
553	Ms.	Lynn		Anderson		Academic Innovations	Santa Barbara	CA
735	Ms.	Sarah		Mullis		Academic Innovations	Santa Barbara	CA
731	Mr.	Frank		Potter		ACT		
552	Ms.	Jackie		Twiggs		ACT	Atlanta	GA
551	Mr.	Jim		White		ACT	Atlanta	GA
630		Ken		Brown	Educational Consultant	Agency for Instructional Technology		
633		Brenda		Hampton	Tech Prep Coordinator	Alamance Community College	Graham	NC
783		James	E.	Hobbs	Business Admin. Dept. Head	Alamance Community College		
775		Judi	A.	Nunn	Dept. Head/Mkting/Retailing	Alamance Community College	Graham	NC
782		Frank		Rhodes	Director of Student Services	Alamance Community College		
776		Wallace		Shearin	Industrial Tech. Div. Chair	Alamance Community College	Graham	NC
777		Dan		Timmons	Dept. Head Math & Physics	Alamance Community College	Graham	NC
778		Lee		Williams	Biotechnology Dept. Head	Alamance Community College	Graham	NC
774		William	A.	Woodruff	Instructor, Biotechnology	Alamance Community College	Graham	NC
781		Andrew		Young	Department Head	Alamance Community College		
24	Ms.	Chere		Amash		Alamance County Schools	Graham	NC
200	Mr.	Wayne		Beam	Director, Middle Grades	Alamance County Schools	Graham	NC
36	Mr.	Tom		Blevens		Alamance County Schools	Graham	NC
28	Mr.	Charles		Easton	Guidance	Alamance County Schools	Graham	NC
29	Mr.	Brad		Evans	Principal	Alamance County Schools	Graham	NC
25	Mr.	Ed		Fasold	Assistant Principal	Alamance County Schools	Graham	NC
197	Mr.	Jerry		Ferguson	Student Services	Alamance County Schools	Graham	NC
39	Mr.	Sam		Fowler	Principal	Alamance County Schools	Graham	NC
27	Ms.	Carol		Gardner	Math Teacher	Alamance County Schools	Graham	NC
38	Ms.	Ginnie		Griffin		Alamance County Schools	Graham	NC
199	Mr.	Ben		Howard	Director, Secondary Education	Alamance County Schools	Graham	NC
43	Mr.	Don		Iseley		Alamance County Schools	Graham	NC
33	Ms.	Marcie		Isley		Alamance County Schools	Graham	NC
198	Mr.	Bill		Joye	Director of Vocational Education	Alamance County Schools	Graham	NC
41	Ms.	Emogene		Kernodle		Alamance County Schools	Graham	NC
30	ms.	Ida		Kidd		Alamance County Schools	Graham	NC
40	Ms.	Sandra		McGauvran		Alamance County Schools	Graham	NC
31	Ms.	Pam		Owens		Alamance County Schools	Graham	NC
35	Ms.	Brenda		Payne		Alamance County Schools	Graham	NC
26	Mr.	Roosevelt		Perkins		Alamance County Schools	Graham	NC
196	Ms.	Judy		Phillips	Assistant Superintendent	Alamance County Schools	Graham	NC
37	Ms.	Elaine		Scarlett	Math Teacher	Alamance County Schools	Graham	NC
34	Ms.	Nancy		Simmons	Asst. Principal	Alamance County Schools	Graham	NC
755		Nancy		Simmons	Asst. Principal	Alamance County Schools		
42	Mr.	Steve		Smith	Vocational Education	Alamance County Schools	Graham	NC
195	Ms.	Mary Jo		Utley	Superintendent	Alamance County Schools	Graham	NC
32	Ms.	Vickie		Walker		Alamance County Schools	Graham	NC
713	Ms.	Sherr		Busque	Counselor	Alexander County Schools	Taylorsville	NC
239	Ms.	Cindy		Jenkins	Business & Office Teacher	Alexander County Schools	Taylorsville	NC

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
714	Ms.	Brenda		Simmons	Business Teacher	Alexander County Schools	Taylorsville	NC
166	Ms.	Margaret	E.	Dalton	Director of Vocational Education	Alleghany County Schools	Sparta	NC
588		Steve		Stanley	President	Analyze and Apply Inc.		
264	Mr.	Wayne		Lassiter	Associate Superintendent	Anson County Schools	Wadesboro	NC
265	Mr.	Bill		Thacker	Industry Education Coordinator	Anson County Schools	Wadesboro	NC
727	Mr.	Stan		Hedrick	Vocational Director	Asheboro City Schools	Asheboro	NC
57	Mr.	Charlie		Glazener	Director of Education	Asheville Area Chamber	Asheville	NC
105	Ms.	Sandra		Wells	NC Teacher of the Year	Asheville City Schools	Asheville	NC
439	Ms.	Verita	B.	Woods	Vocational Director	Asheville City Schools	Asheville	NC
762		Nancy	G.	Oliver	Teacher	Asheville High School	Asheville	NC
308	Mr.	James		Landtroop	Teacher	Athens City Schools	Athens	AL
296	Mr.	Keith		Oldroyd	Technology Coordinator	Athens City Schools	Athens	AL
297	Ms.	Lucinda		Bassham	Assistant Principal	Athens High School	Athens	AL
299	Ms.	Patricia		Hatchet	Classroom Teacher	Athens High School	Athens,	AL
298	Ms.	Mary		Johnston	Guidance Counselor	Athens High School	Athens	AL
305	Mr.	Charles		Bibbs	Special Needs	Austin High School	Decatur	AL
301	Ms.	Collie		Davis	Home-Ec	Austin High School	Decatur	AL
304	Mr.	Bill		Gibson	Trade & Industrial	Austin High School	Decatur	AL
303	Ms.	Patti		McKelvey	Art	Austin High School	Decatur	AL
300	Ms.	Sue		Milner	Business Education	Austin High School	Decatur	AL
302	Ms.	Judi		Wood	Science	Austin High School	Decatur	AL
352	Mr.	John		Grice	Teacher, Applied Biology/Chemistry	Avery County High School	Newland	NC
278	Mr.	Steve		Sneed	Principal	Avery County High School	Newland	NC
277	Mr.	Will		Burgin	Director of Vocational Education	Avery County Schools	Newland	NC
351	Ms.	Marion		Krege	Marketing Education Teacher	Avery County Schools	Newland	NC
350	Ms.	Debra	Jean	Sheets	Teacher, Technology Education	Avery County Schools	Newland	NC
627		Grace	P.	Foster	Mathematics Teacher	Beaufort County Community College		
44	Ms.	Lynn		Roberson	Education Relations Specialist	Bellsouth Telecommunications	Charlotte	NC
555	Mr.	Dawson		Tumer		Bergwall Productions, Inc.	Chadds Ford	PA
744		Sharon	H.	Anderson	Media Coordinator	Bladen County Schools	Elizabethtown	NC
745		Laura		Grimes	Asst. Principal	Bladen County Schools	Elizabethtown	NC
743		Donald	L.	Kelly	Principal	Bladen County Schools	Elizabethtown	NC
51	Mr.	Don		Smith	Director of Vocational/Technical Ed.	Bladen County Schools	Elizabethtown	NC
590		Joseph		Baughman	Physics Instructor	Blue Ridge Community College		
246	Ms.	Charlene		Surrette	Faculty	Breaux Bridge High School	Breaux Bridge	LA
251	Dr.	Dave		Chowdhury	Dean, School of Engineering Techno	British Columbia Institute of Technology	Bumaby, B.C.	Canada
505	Ms.	Judy		Allen		Buncombe County Schools	Asheville	NC
500	Ms.	Sue		Babb		Buncombe County Schools	Asheville	NC
501	Mr.	Flake		Brantley	Agriculture Teacher	Buncombe County Schools	Asheville	NC
506	Ms.	Sharon		Caffrey		Buncombe County Schools	Asheville	NC
499		Patt		Gantt		Buncombe County Schools	Asheville	NC
504	Ms.	Brenda		Graham		Buncombe County Schools	Asheville	NC
503	Ms.	Shirley		McIntosh		Buncombe County Schools	Asheville	NC
507	Mr.	Craig		Morgan		Buncombe County Schools	Asheville	NC
508	Mr.	Chris		Rhodes		Buncombe County Schools	Asheville	NC
497	Mr.	Keith		Roden		Buncombe County Schools	Asheville	NC

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
498	Mr.	Dyatt		Smathers		Buncombe County Schools	Asheville	NC
502	Mr.	Steve		Stevens		Buncombe County Schools	Asheville	NC
709	Mr.	Steve		Pace	Teacher	Bunn High School	Louisburg	NC
764		Doris	L.	Fullwood	Dir. of Secondary Education	Burke County Public Schools	Morganton	NC
45	Mr.	George	C.	Knox	Chairman	Burke County School Board	Morganton	NC
779		Roger	L.	Sloane	Director of Vocational Ed.	Burke County Schools	Morganton	NC
730	Mr.	Paul		Benbow		CADre Educational Systems	Cary	NC
283	Mr.	L.C.		Morrison	Director of Vocational Education	Caldwell County Schools	Lenoir	NC
242	Dr.	Shirley		Holloway	Dean, Trades and Technology	Camosun College	Victoria, B.C.	Canada
635		Pamela	J.	Block	Executive Director	Career Cooperative		
556	Ms.	Dot		Roark		Careerware	Jackson	MS
49	Ms.	Sarah	H.	Graben	Tech Prep Coordinator	Carroll County Schools	Wedowee	AL
736		David		Parker	Associate Dean of General Educatio	Carteret Community College	Morehead City	NC
261	Ms.	Pat		Bames	Health Occupations Teacher	Carteret County Schools	Beaufort	NC
258	Mr.	Randy		Feagle	Trade and Industry Teacher	Carteret County Schools	Beaufort	NC
253	Ms.	Beth		Heal	VoCats/Special Populations	Carteret County Schools	Beaufort	NC
254	Mr.	Dave		Johnson	Carpentry Teacher	Carteret County Schools	Beaufort	NC
259	Mr.	Don		Kappel	English Teacher	Carteret County Schools	Beaufort	NC
262	Mr.	Richard	L.	Rogers	Director of Vocational Education	Carteret County Schools	Beaufort	NC
255	Ms.	Sylvia		Ross	Physics Teacher	Carteret County Schools	Beaufort	NC
260	Ms.	Susan		Smith	Science Teacher	Carteret County Schools	Beaufort	NC
252	Mr.	Rick		Taylor	Social Studies Teacher	Carteret County Schools	Beaufort	NC
256	Mr.	John		Weeks	Trade and Industry Teacher	Carteret County Schools	Beaufort	NC
257	Mr.	Clem		Williams	Assistant Principal	Carteret County Schools	Beaufort	NC
772		Linda		Becker	Business Teacher	Cary High School	Cary	NC
771		Susan		Blackley	Teacher	Cary High School	Cary	NC
773		Jane		Clayton	IEC	Cary High School	Cary	NC
770		Margil		Conrad	Teacher	Cary High School	Cary	NC
769		Jerry		Dotson	Teacher	Cary High School	Cary	NC
768		Dorothy		Hemingway	Teacher	Cary High School	Cary	NC
766		Mike		Kelley	Aerospace Teacher	Cary High School	Cary	NC
767		Theresa		Kelley	Teacher	Cary High School	Cary	NC
608		Roxie		Poovey	Director of Vocational Education	Catawba County Schools		
607		Jerry		Thompson	Associate Dean of Technologies	Catawba Valley Community College		
244	Mr.	Eric		Castile	Principal	Cecilia High School	Cecilia	LA
306	Ms.	Emily		Ray	Counselor	Cedar Ridge Middle School	Decantur	AL
550	Mr.	Gary	L.	Nelson	Assistant Dean	Central Piedmont Community College	Charlotte	NC
459	Mr.	Grace		Andrews	IEC	Charlotte-Mecklenburg Schools	Charlotte	NC
668	Ms.	Tracy		Bridgers	Mathematics Teacher	Charlotte-Mecklenburg Schools	Huntersville	NC
453	Mr.	Keith		Cambum	Science Teacher	Charlotte-Mecklenburg Schools	Charlotte	NC
452	Mr.	Woody		Cox	Technical Drafting Teacher	Charlotte-Mecklenburg Schools	Charlotte	NC
443	Ms.	Emily		Freeland	Tech Prep Coordinator	Charlotte-Mecklenburg Schools	Charlotte	NC
442	Ms.	Karen		Isenberg	Coordinator-Voc. Tech. Ed.	Charlotte-Mecklenburg Schools	Charlotte	NC
456	Mr.	Wesley		Kidd	Biology Teacher	Charlotte-Mecklenburg Schools	Charlotte	NC
667	Mr.	Kent		Marshall	Business Teacher	Charlotte-Mecklenburg Schools	Huntersville	NC
454	Ms.	Susan		Rust	Math Teacher	Charlotte-Mecklenburg Schools	Charlotte	NC

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
457	Mr.	David		Schneider	Technical Drafting/CAD Teacher	Charlotte-Mecklenburg Schools	Charlotte	NC
455	Ms	Sylvia		Watson	Counselor	Charlotte-Mecklenburg Schools	Charlotte	NC
458	Mr.	Jack		Whittemore	Algebra Teacher	Charlotte-Mecklenburg Schools	Charlotte	NC
189	Mr.	Reid		Griffin	Guidance Counselor	Chesterfield County Schools	Chesterfield	SC
190	Mr.	Tim		Maye	Agriculture Instructor	Chesterfield County Schools	Chesterfield	SC
191	Ms.	Vivian		Patrick-Wald	Guidance Counselor	Chesterfield County Schools	Chesterfield	SC
192	Ms.	Penny		Stewart	Career Specialist	Chesterfield County Schools	Chesterfield	SC
193	Ms.	Jeannie		Wilkerson	Guidance Counselor	Chesterfield County Schools	Chesterfield	SC
780	Mr.	James	E.	Hanks	Vocational Director	Clarke County Schools	Athens	GA
338	Dr.	Elizabeth		Cartwright	Vice President - Academic Programs	Cleveland Community College	Shelby	NC
353	Mr.	Gene		Cox	Dean, Voc & Engineering Technologi	Cleveland Community College	Shelby	NC
89	Ms.	Kathy		Buelin	Home Ec Teacher	Cleveland County Schools	Kings Mountain	NC
90	Mr.	Al		Davis	Chemistry Teacher	Cleveland County Schools	Kings Mountain	NC
97	Mr.	Carl		DeBrew	Industry Education Coordinator	Cleveland County Schools	Shelby	NC
91	Dr.	Colette		Deviney	Assistant Principal	Cleveland County Schools	Kings Mountain	NC
93	Ms.	Jan		Ford	Guidance Counselor	Cleveland County Schools	Kings Mountain	NC
98	Ms.	Sandy		Kistler	Vocational Director	Cleveland County Schools	Shelby	NC
96	Dr.	George		Litton	Principal	Cleveland County Schools	Shelby	NC
94	Mr.	Bill		McCullough	Director of Student Services	Cleveland County Schools	Shelby	NC
92	Ms.	Penny		Sharts	Guidance Counselor	Cleveland County Schools	Kings Mountain	NC
95	Ms.	Janet		Walker	Director of Curriculum	Cleveland County Schools	Shelby	NC
784	Ms.	Margaret		Moore	MST/BCP Instructor	Coastal Carolina Community College	Jacksonville	NC
785	Mr.	Leon		Stimmel	Auto Technology	Coastal Carolina Community College	Jacksonville	NC
685	Ms.	Colette	B.	Teachey	Public Information Officer	Coastal Carolina Community College	Jacksonville	NC
194	Dr.	Walter	H.	Timm	Executive Vice President	Coastal Carolina Community College	Jacksonville	NC
687	Mr.	Edward	Keith	Jefferys	Vocational Director	Columbus County Schools	Whiteville	NC
585		Sandra		Babb	Executive Director	Commission on Workforce Preparedness		
711	Ms.	Cheri		Almeida	Tech Prep Director	Community College of Rhode Island		
573	Ms.	Jan		Hastings	State Occupational Information	Coordinating Committee	Raleigh	NC
572	Ms.	Nancy		McCormick	State Occupational Information	Coordinating Committee	Raleigh	NC
71	Mrs.	Jean	H.	Hemphill	Dean of Service Technology	Craven Community College	New Bern	NC
70	Mr.	Bob		Husson	Dir., Business Computer Technologi	Craven Community College	New Bern	NC
137	Mr.	Chris		Pfautz	Counselor	Craven Community College	New Bern	NC
1	Dr.	Brad		Sears	Vice President for Instruction	Craven Community College	New Bern	NC
444	Mrs.	Valeria		Barrow	Principal	Craven County Schools	New Bern	NC
205	Mr.	Bill		Dill	Director of Voc & Technical Educatio	Craven County Schools	New Bern	NC
329	Ms.	Janet		Furman	Director of Guidance/Communicatio	Craven County Schools	New Bern	NC
448	Ms.	Gloria		Hale	Teacher	Craven County Schools	New Bern	NC
204	Mr.	Billie		Landen	Industry Education Coordinator	Craven County Schools	New Bern	NC
445	Ms.	Linda		Maggiolo	Teacher	Craven County Schools	New Bern	NC
447	Mr.	Jason		Matthews	Teacher	Craven County Schools	New Bern	NC
446	Mr.	Brian		Tew	Teacher	Craven County Schools	New Bern	NC
376	Ms.	Joyce		Adams	Associate Principal	Cumberland County Schools	Fayetteville	NC
371	Ms.	Linda		Andersen	Counselor	Cumberland County Schools	Fayetteville	NC
364	Ms.	Jacelyn		Avery	Industry Education Coordinator	Cumberland County Schools	Fayetteville	NC
382	Ms.	Elaine		Bailey	Teacher	Cumberland County Schools	Fayetteville	NC

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
358	Mr.	Curtis		Baker	Teacher	Cumberland County Schools	Fayetteville	NC
354	Mr.	Brett		Barker	Teacher	Cumberland County Schools	Fayetteville	NC
360	Ms.	Mary		Black	Associate Principal	Cumberland County Schools	Fayetteville	NC
394	Mr.	Lawrence		Buffaloe	Principal	Cumberland County Schools	Fayetteville	NC
366	Ms.	Jennifer		Butler	Counselor	Cumberland County Schools	Fayetteville	NC
378	Ms.	Ruby		Carter	Teacher	Cumberland County Schools	Fayetteville	NC
403	Mr.	Jim		Cashwell	Associate Principal	Cumberland County Schools	Fayetteville	NC
400	Ms.	Geraline		Castle	Tech Prep Coordinator	Cumberland County Schools	Fayetteville	NC
393	Mr.	Doug		Caudill	Associate Principal	Cumberland County Schools	Fayetteville	NC
373	Ms.	Nettie		Council	Principal	Cumberland County Schools	Fayetteville	NC
385	Ms.	Barbara		Crumpler	Industry Education Coordinator	Cumberland County Schools	Fayetteville	NC
416	Ms.	Ruby		Daniels	Teacher	Cumberland County Schools	Fayetteville	NC
372	Ms.	Pamela		DiCenso-Hen	Counselor	Cumberland County Schools	Fayetteville	NC
369	Ms.	Kathy		Dickson	Principal	Cumberland County Schools	Fayetteville	NC
411	Ms.	Jane		Downing	Counselor	Cumberland County Schools	Fayetteville	NC
367	Ms.	Norma		Dupe	Counselor	Cumberland County Schools	Fayetteville	NC
377	Ms.	Patricia		Ellis	Counselor	Cumberland County Schools	Fayetteville	NC
386	Ms.	Martha		Fraize	Targeted Programs Coordinator	Cumberland County Schools	Fayetteville	NC
407	Ms.	Roberta		Gibson	Teacher	Cumberland County Schools	Fayetteville	NC
406	Ms.	Ruth		Goodwin	Counselor	Cumberland County Schools	Fayetteville	NC
410	Ms.	Andretta		Hales	Counselor	Cumberland County Schools	Fayetteville	NC
401	Ms.	Peggy		Hall	Director	Cumberland County Schools	Fayetteville	NC
368	Ms.	Karen		Hardwick	Counselor	Cumberland County Schools	Fayetteville	NC
399	Ms.	Eleanor		Herndon	Director	Cumberland County Schools	Fayetteville	NC
355	Mr.	Todd		Hewlett	Teacher	Cumberland County Schools	Fayetteville	NC
415	Ms.	Ella		Jones	Teacher	Cumberland County Schools	Fayetteville	NC
375	Ms.	Glenda		Jones	Industry Education Coordinator	Cumberland County Schools	Fayetteville	NC
363	Ms.	Jeannie		Jones	Counselor	Cumberland County Schools	Fayetteville	NC
689	Ms.	Marquita		Jones	Counselor	Cumberland County Schools	Fayetteville	NC
408	Ms.	Patricia		Joyce	Associate Principal	Cumberland County Schools	Fayetteville	NC
380	Ms.	Sandra		Joyce	Industry Education Coordinator	Cumberland County Schools	Fayetteville	NC
396	Ms.	Sue		Kelly	Apprenticeship Coordinator	Cumberland County Schools	Fayetteville	NC
397	Ms.	Dixie		Lowery	Counselor	Cumberland County Schools	Fayetteville	NC
404	Ms.	Nancy		Mabes	Counselor	Cumberland County Schools	Fayetteville	NC
402	Ms.	Christine		Malloy	Vocational Supervisor	Cumberland County Schools	Fayetteville	NC
413	Ms.	Reva		Martin	Counselor	Cumberland County Schools	Fayetteville	NC
392	Ms.	Patricia		McCormick	Teacher	Cumberland County Schools	Fayetteville	NC
379	Mr.	Fred		McDaniel	Assistant Principal	Cumberland County Schools	Fayetteville	NC
381	Ms.	Lyndia		McMillan	Counselor	Cumberland County Schools	Fayetteville	NC
374	Ms.	Linda		Miller	Counselor	Cumberland County Schools	Fayetteville	NC
395	Ms.	Caroline		Nixon	Industry Education Coordinator	Cumberland County Schools	Fayetteville	NC
370	Ms.	Barbara		Nubin	Counselor	Cumberland County Schools	Fayetteville	NC
409	Ms.	Jan		Peters	Counselor	Cumberland County Schools	Fayetteville	NC
693	Mr.	Larry		Phillips	Industry Education Coordinator	Cumberland County Schools	Fayetteville	NC
387	Mr.	Ray		Pope	Teacher	Cumberland County Schools	Fayetteville	NC
361	Ms.	Lorraine		Price	Teacher	Cumberland County Schools	Fayetteville	NC

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
384	Ms.	Myrtle		Pringle	Industry Education Coordinator	Cumberland County Schools	Fayetteville	NC
405	Ms.	Gayle		Reaves	Counselor	Cumberland County Schools	Fayetteville	NC
391	Ms.	Yyonette		Rhodes	Industry Education Coordinator	Cumberland County Schools	Fayetteville	NC
691	Ms.	Maria		Robinson	English Teacher	Cumberland County Schools	Fayetteville	NC
692	Ms.	Elizabeth		Rogers	Science Teacher	Cumberland County Schools	Fayetteville	NC
362	Ms.	Kathryn		Sarris	Teacher	Cumberland County Schools	Fayetteville	NC
383	Mr.	John		Smith	Associate Principal	Cumberland County Schools	Fayetteville	NC
388	Mr.	Norman		Snellgroves	Counselor	Cumberland County Schools	Fayetteville	NC
390	Ms.	Shirley		Taybron	Counselor	Cumberland County Schools	Fayetteville	NC
694	Ms.	Doris		Taylor	Associate Principal	Cumberland County Schools	Fayetteville	NC
357	Ms.	Glenda		Till	Counselor	Cumberland County Schools	Fayetteville	NC
412	Ms.	Ernestine		Tucker	Counselor	Cumberland County Schools	Fayetteville	NC
356	Ms.	Wanda		Varnedoe	Teacher	Cumberland County Schools	Fayetteville	NC
690	Ms.	Diana		Watson	Counselor	Cumberland County Schools	Fayetteville	NC
359	Ms.	Sybil		West	Industry Education Coordinator	Cumberland County Schools	Fayetteville	NC
365	Ms.	Mary		Williams	Counselor	Cumberland County Schools	Fayetteville	NC
688	Mr.	Russell		Williams	Principal	Cumberland County Schools	Fayetteville	NC
415	Ms.	Diane		Wilson	Counselor	Cumberland County Schools	Fayetteville	NC
398	Mr.	Marion		Wise	Associate Superintendent	Cumberland County Schools	Fayetteville	NC
389	Ms.	Mary		Wright	Teacher	Cumberland County Schools	Fayetteville	NC
533	Mr.	Michael		Bowden	Assistant Principal	Cummings High School	Burlington	NC
534	Mr.	Louis		Wilkins	Guidance	Cummings High School	Burlington	NC
270	Mr.	Randy		Vaughn	Asst. Director Vocational Technical	Davidson County Schools	Lexington	NC
557	Mr.	Yank		Brice		DCM/Instructional Systems	Westwood	MA
310	Ms.	Ola		Ayers	Counselor	Decatur High School	Decatur	AL
311	Ms.	Barbara		Dekich	Business Education	Decatur High School	Decatur	AL
309	Ms.	Karen		Gaertner	Applied Math	Decatur High School	Decatur	AL
307	Ms.	Shelia		Thistle	English	Decatur High School	Decatur	AL
247	Ms.	Jo	Ellen	Armenton	Guidance Counselor	Delcambre High School	Lafayette	LA
756		Jo		Armentor	Guidance Counselor	Delcambre High School		
516	Ms.	Ella		Alexander	Marketing Teacher	Duplin County Schools	Kenansville	NC
515	Mr.	Charles		Blanchard	Principal	Duplin County Schools	Kenansville	NC
523	Mr.	George		Edwards	Agriculture Teacher	Duplin County Schools	Kenansville	NC
511	Mr.	Roy		Eubanks	Vocational Director	Duplin County Schools	Kenansville	NC
513	Mr.	Dale		Evans	Social Studies Teacher	Duplin County Schools	Kenansville	NC
524		Girther		Fryar	Business Education Teacher	Duplin County Schools	Kenansville	NC
522	Mr.	Willie		Gillespie	Principal	Duplin County Schools	Kenansville	NC
521	Ms.	Debbie		Grady	English Teacher	Duplin County Schools	Kenansville	NC
512	Mr.	Ken		Kennedy	Principal	Duplin County Schools	Kenansville	NC
517	Ms.	Janice		Pigford	Social Studies Teacher	Duplin County Schools	Kenansville	NC
518	Ms.	Mary	Jo	Robinson	Counselor	Duplin County Schools	Kenansville	NC
519	Mr.	Ben		Sautter	Principal	Duplin County Schools	Kenansville	NC
520	Ms.	Debra		Scott	Home Economics Teacher	Duplin County Schools	Kenansville	NC
514	Mr.	Curtis		Simmons	Auto Technology Teacher	Duplin County Schools	Kenansville	NC
648		Harold		Harple	Human Resources Manager	Dupont-Brevard Site		
495	Mr.	Alton	W.	Barnes	Apprenticeship Coordinator	Durham Public Schools	Durham	NC

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
494	Ms.	Cynthia		Long	VoCat Specialist	Durham Public Schools	Durham	NC
492	Ms.	Jane		Poe-Eure	Tech Prep Coordinator	Durham Public Schools	Durham	NC
493	Mr.	Robert	L.	White	Coordinator of Vocational Education	Durham Public Schools	Durham	NC
697	Mr.	Horace	A.	Brown	Teacher	East Burke High School	Icard	NC
696	Ms.	Judith		Lowery		East Burke High School	Icard	NC
699	Mr.	Chet		Pack	Drafting Teacher	East Burke High School	Icard	NC
695	Mr.	Sherron		Prewitt	Assistant Principal	East Burke High School	Icard	NC
698	Mr.	Warren		Wetmore	PT Teacher	East Burke High School	Icard	NC
678	Ms.	Rhonda		Belcher-Pow	Teacher	East Forsyth High School	Kernersville	NC
677	Ms.	Peggy		Dickey	Teacher	East Forsyth High School	Kernersville	NC
103	Ms.	Susan	S.	Houston	Math Teacher	East Rutherford High School	Forest City	NC
102	Ms.	Robin		Taylor	Math Teacher	East Rutherford High School	Forest City	NC
703	Ms.	Kathy		Munday		Edgecombe Community College	Tarboro	NC
578	Mr.	Jeffrey		Gould	Vocational Curriculum Specialist	Edgecombe County Schools	Tarboro	NC
577	Mr.	Daniel	E.	Hardee	Director of Voc & Technical Educatio	Edgecombe County Schools	Tarboro	NC
558	Mr.	Arnold		Caison		Educational & Industrial Testing Service	San Diego	CA
621		David		Crippens	Senior Vice-President	Educational Enterprise		
162	Ms.	Laura		Watts	Guidance Counselor	Edwards Jr. High School	Rocky Mount	NC
114	Mr.	Don		Lassiter	Superintendent	Elkin City Schools	Elkin	NC
115	Mr.	Charlie		Parsons	Tech Prep Coordinator	Elkin High School	Elkin	NC
421	Mr.	Glenn		Alexander	Principal	Ellerbe Junior High School		
423	Ms.	Marcia		Lambeth	English Teacher	Ellerbe Junior High School		
424	Ms.	Elizabeth	Moss	Pryce	Career Development Teacher	Ellerbe Junior High School		
422	Ms.	Diane		Sellers	Guidance Counselor	Ellerbe Junior High School		
107	Mr.	Kevin		Mellor	Machinest	Eurocan Pulp & Paper Co.	Kitimat, B. C.	Cananda
223	Mr.	Neal	F.	Hardison	Assoc. VP for Curriculum Programs	Fayetteville Technical Community College	Fayetteville	NC
763		Joe		Alley	Director Media Services	Fayetteville Technical Community College	Fayetteville	NC
237	Ms.	Carol		Barker	Biology Instructor	Fayetteville Technical Community College	Fayetteville	NC
47	Mr.	J. C.		Basnight	Assistant to the VP for Academic Aff	Fayetteville Technical Community College	Fayetteville	NC
232	Ms.	Marie		Cash	Instructor - Mathematics	Fayetteville Technical Community College	Fayetteville	NC
224	Mr.	Don		Chavis	A/C, Heating, and Refrigeration Dep	Fayetteville Technical Community College	Fayetteville	NC
231	Ms.	Polly		Davis	Department Chairperson - English	Fayetteville Technical Community College	Fayetteville	NC
230	Mr.	Chris		Dionietes	Instructor-Mathematics	Fayetteville Technical Community College	Fayetteville	NC
229	Ms.	Edwina		Evans	Instructor - Social Science	Fayetteville Technical Community College	Fayetteville	NC
233	Mr.	Stanley		Holgate	Instructor - Social Science	Fayetteville Technical Community College	Fayetteville	NC
234	Mr.	Jerry		Ittenbach	Instructor- Physics/Chemistry	Fayetteville Technical Community College	Fayetteville	NC
236	Mr.	Donald	W.	LaHuffman	Director of Admissions	Fayetteville Technical Community College	Fayetteville	NC
48	Dr.	Larry	B.	Norris	Vice President for Academic Affairs	Fayetteville Technical Community College	Fayetteville	NC
235	Mr.	James		Robinson	Instructor - Social Science	Fayetteville Technical Community College	Fayetteville	NC
225	Mr.	Steve		Wagoner	Dean of Technical/Voc. Programs	Fayetteville Technical Community College	Fayetteville	NC
226	Ms.	Gloria		Walker	Business Instructor	Fayetteville Technical Community College	Fayetteville	NC
228	Ms.	Daphne		Williams	Instructor - English	Fayetteville Technical Community College	Fayetteville	NC
227	Ms.	Valerie		Wynne-Hall	Chairperson Dental Department	Fayetteville Technical Community College	Fayetteville	NC
21	Mr.	Jerry		Reynolds		First Citizens Bank	Monroe	NC
272	Mr.	Marvin	L.	Allen	Associate Vice-President	Forsyth Technical Community College	Winston-Salem	NC
273	Dr.	Adeline	E.	Fain	Dean, Arts & Sciences Division	Forsyth Technical Community College	Winston-Salem	NC

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
276	Mr.	Glen		Fleeman	Executive VP Instructional Services	Forsyth Technical Community College	Winston-Salem	NC
701	Dr.	Bob	H.	Greene	President	Forsyth Technical Community College	Winston-Salem	NC
274	Mr.	George	H.	Kahl, Jr.	Dean, Engineering Technologies Div	Forsyth Technical Community College	Winston-Salem	NC
275	Mr.	Donald	C.	Shoaf	Assistant Vice- President & Dean, H	Forsyth Technical Community College	Winston-Salem	NC
598		Carla		High	Project Director	Francis Tuttle Vo-Tech		
282	Dr.	Alline		Riddick	Assist. Superintendent	Franklin City Public Schools	Franklin	VA
707	Ms.	Gloria		Alston	Business Teacher	Franklin County Schools	Louisburg	NC
710	Ms.	Laureen	G.	Jones	Industry Education Coord.	Franklin County Schools	Louisburg	NC
706	Ms.	Peggy		McGhee	Assoc. Supt. for Instruction/Curriculu	Franklin County Schools	Louisburg	NC
707	Mr.	Shane		Mitchell	Vocational Agriculture Teacher	Franklin County Schools	Louisburg	NC
640		Barbara		Sherrick	Teacher/Tech Prep Coordinator	Franklin County Schools	Louisburg	NC
705	Ms.	Fannie		Wilder	Vocational Director	Franklin County Schools	Louisburg	NC
108	Ms.	Tammy		Sellers	Industry Education Coordinator	Franklin High School	Franklin	NC
679	Mr.	Rick		Curtis	Assistant Principal	Freedom High School	Morganton	NC
680	Mr.	John		Fisher	Science Teacher	Freedom High School	Morganton	NC
681	Mr.	Robert		Murray	Business Teacher	Freedom High School	Morganton	NC
682	Mr.	David		Rhoney	Math Teacher	Freedom High School	Morganton	NC
279	Mr.	Virgil		Cox	Dean	Gaston College	Dallas	NC
52	Ms.	Bonnie		Hoyle	Tech Prep Coordinator	Gaston College	Dallas	NC
676	Ms.	Peggy	B.	Neumann	Instructional Specialist-Tech Prep	Gaston County Schools	Gastonia	NC
559	Ms.	Pam		Angothe		Glencoe Publishing - McGraw-Hill	Wake Forest	NC
435	Ms.	Constance	H.	Spohn	Tech Prep Coordinator	Greater Capital District Tech Prep Consort.	Albany	NC
609		Suzanne		Sartell	President	Greater Jacksonville Chamber of Commerc		
139	Mr.	Steve		Bryant	Assistant Principal	Greene Central High School	Snow Hill	NC
140	Ms.	Jane		Maloney	Counselor	Greene Central High School	Snow Hill	NC
138	Mr.	Raymond		Smith	Director of Personnel & Voc/Tech Ed	Greene County Schools	Snow Hill	NC
719	Mr.	Henry		Barber	Dept. Chairman/Automotive Tech.	Guilford Technical Community College		
620		Donald	W.	Cameron	President	Guilford Technical Community College		
583	Mr.	Charles	A.	Greene	Chairman, Board of Trustees	Guilford Technical Community College		
106	Mr.	Guy		Loftin	Director School-To-Work Transition	Guilford Technical Community College	Jamestown	NC
65	Mr.	Reed		Jackson	Director of Secondary Ed./Testing	Halifax County Schools	Halifax	NC
317	Dr.	Robert	E.	Beck	Principal	Hamlet Junior High	Hamlet	NC
320	Ms.	Jewell		Price	Counselor	Hamlet Junior High	Hamlet	NC
319	Ms.	Lawanda		Walker	Teacher	Hamlet Junior High	Hamlet	NC
765		Diane		Andrade	Guidance Counselor	Haywood County Schools		
674	Mr.	Leland	T.	Blankenship	Vocational Director	Haywood County Schools	Waynesville	NC
670	Mr.	Bill		Brown	Guidance Counselor	Haywood County Schools	Waynesville	NC
669	Ms.	Pam		Cocke	Assistant Principal	Haywood County Schools	Waynesville	NC
673	Ms.	Jean	W.	Davenport	Counselor	Haywood County Schools	Waynesville	NC
671	Ms.	Arlene		Henry	Guidance Counselor	Haywood County Schools	Waynesville	NC
672	Ms.	Linda	P.	Yates	I.E.C.	Haywood County Schools	Waynesville	NC
339	Mr.	David		Blackley	Vocational Director	Henderson County Public Schools	Hendersonville	NC
340	Ms.	Cathy		Credle	Principal	Henderson County Public Schools	Hendersonville	NC
341	Ms.	Joan		Davis	Guidance Counselor	Henderson County Public Schools	Hendersonville	NC
343	Ms.	Nancy		Dembo	Guidance Counselor	Henderson County Public Schools	Hendersonville	NC
342	Dr.	Amy		Pace	Assistant Superintendent	Henderson County Public Schools	Hendersonville	NC

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
344	Ms.	Pat		Pierce	Guidance Counselor	Henderson County Public Schools	Hendersonville	NC
543	Mr.	William		Warren	Principal	Hobbton High School	Newton Brove	NC
616		Willett		Bissett	Textiles Teacher	Hoke County Schools		
617		Frieda		Dial	Teacher	Hoke County Schools		
618		Dan		McGougan	Site Coordinator	Hoke County Schools		
715	Mr.	Jeff		Moss	Vocational Education Director	Hoke County Schools	Raeford	NC
729	Ms.	Phyllis		Hudspeth	Vocational Teacher	Independence High School	Winston-Salem	NC
728	Ms.	Martha		Maness	Vocational Teacher	Independence High School	Winston-Salem	NC
249	Dr.	James		Hethcox	Coordinator of Institutional Research	Ingram State Community College	Deatsville	AL
560	Mr.	Mike		Robb		Instructional Technology, Inc.	Easton	MD
561	Mr.	Gary		Sigmon		Instructional Technology, Inc.	Easton	MD
539	Mr.	Sam		Kennington	Vocational Director	Iredell-Statesville Schools	Statesville	NC
722	Dr.	Barbara		Peterson	Chair/English Dept.	Isothermal Community College	Spindale	NC
122	Mr.	Bruce		Waddingham	Dean, Vocational Technical Division	Isothermal Community College	Spindale	NC
165	Mr.	Stan		Blackburn	Guidance Counselor	Jackson County Schools	Sylva	NC
164	Mr.	Kenneth		Nicholson	Principal	Jackson County Schools	Sylva	NC
717	Mr.	Win		Batton		James Sprunt Community College	Kenansville	NC
723	Mr.	Joe		Tillman	Testing Coordinator Counselor	James Sprunt Community College	Kenansville	NC
491	Ms.	Billie	Sue	Hulsey	Tech Prep Coordinator	Jefferson State Community College	Birmingham	AL
64	Mr.	Tom		Davenport	Associate Dean	John A. Logan College	Carterville	IL
333	Mr.	Joseph	A.	Binford	Project Director	John Tyler Community College	Chester	VA
712	Ms.	Cathy		Bunn	Dean of Tech. & College Transfer Ed	Johnston Community College	Smithfield	NC
250	Ms.	Margaret		Causey	High School Counselor	Johnston County Schools	Smithfield	NC
120	Mr.	James	H.	Langdon, Jr.	Vocational Director	Johnston County Schools	Smithfield	NC
726		Joletha		White	Vocatonal Director	Jones County Schools	Trenton	NC
135	Ms.	Patsy		Cauble		Kannapolis City Schools	Kannapolis	NC
127	Ms.	Judy		Critz		Kannapolis City Schools	Kannapolis	NC
131	Mr.	Keith		Gentle		Kannapolis City Schools	Kannapolis	NC
129	Mr.	Eric		Leazer		Kannapolis City Schools	Kannapolis	NC
130		Jackie		Linker		Kannapolis City Schools	Kannapolis	NC
133	Ms.	Sylvia		Saunders		Kannapolis City Schools	Kannapolis	NC
126	Ms.	Tamara		Solomon		Kannapolis City Schools	Kannapolis	NC
134	Ms.	Patti		Stodghill		Kannapolis City Schools	Kannapolis	NC
128	Ms.	Martha		Toth		Kannapolis City Schools	Kannapolis	NC
132	Ms.	Pat		Woods	Director of Vocational Education	Kannapolis City Schools	Kannapolis	NC
243	Mr.	Randy		Schexnayde	Principal	Kaplan High School	Kaplan	LA
80	Ms.	Ann		Bennett	Home Ec Teacher	Kings Mountain District Schools	Kings Mountain	NC
77	Mr.	Phil		Bryson	Biology Teacher	Kings Mountain District Schools	Kings Mountain	NC
76	Ms.	Ethel		Bumgardner	Assistant Principal	Kings Mountain District Schools	Kings Mountain	NC
73	Ms.	Betty		Gamble	Director of Vocational Education	Kings Mountain District Schools	Kings Mountain	NC
74	Ms.	Dianne		Hollifield	Special Populations	Kings Mountain District Schools	Kings Mountain	NC
75	Ms.	Susan		Patterson	Consultant for English Dept.	Kings Mountain District Schools	Kings Mountain	NC
78	Mr.	B. S.		Peeler	School Board Member	Kings Mountain District Schools	Kings Mountain	NC
79	Ms.	Betsy		Wells	English Teacher	Kings Mountain District Schools	Kings Mountain	NC
148	Ms.	Brenda		Canup	Principal	Kinston High School	Kinston	NC
544	Mr.	John		Blanton	Principal	Lakewood High School	Roseboro	NC

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
702	Mr.	Garry		Mull		Learning Labs	Calhoun	GA
124	Mr.	Paul		Brinkley	VOCATS/Business Teacher	Lee County Schools	Sanford	NC
123	Ms.	Renate		Gibson	Articulation Coordinator	Lee County Schools	Sanford	NC
125	Mr.	Kenneth	L.	Thigpen	Director of Vocational Education	Lee County Schools	Sanford	NC
56	Mr.	Gordon		Burns	Executive Vice President	Lenoir Community College	Kinston	NC
110	Mr.	Richy		Green	Director of Institutional Advancement	Lenoir Community College	Kinston	NC
179	Ms.	Debbie		Lamm	Programs Coordinator	Lenoir Community College	Kinston	NC
146	Ms.	Rita		Hodges	Secondary Education Director	Lenoir County Public Schools	Kinston	NC
143	Mr.	Edward	S.	Howard, Jr.	Vocational Director	Lenoir County Public Schools	Kinston	NC
144		Kelly		Jarman	Industry Education Coordinator	Lenoir County Public Schools	Kinston	NC
145	Ms.	Kathryn	R.	Pittman	Assistant Superintendent	Lenoir County Public Schools	Kinston	NC
150	Mr.	T.C.		Smith	Board Member	Lenoir County Public Schools	Seven Springs	NC
180	Ms.	Pam		Braxton	English Department Chair	Lenoir County Schools	Deep Run	NC
142	Mr.	Abbott		Hunsucker	Director of Tech Prep Program	Lenoir County Schools	Kinston	NC
68	Dr.	Doug		James	Superintendent	Lenoir County Schools	Kinston	NC
312	Ms.	Wanda		Hightower	Tech Prep Coordinator	Limestone County Schools	Athens	AL
178	Ms.	Margaret		Causey	High School Counselor	Lincoln County Schools	Lincolnton	NC
177	Ms.	Libby		Hall	English Teacher	Lincoln County Schools	Lincolnton	NC
176	Mr.	Skye	Beam	Lewis	Job Ready Coordinator	Lincoln County Schools	Lincolnton	NC
704	Mr.	Robert		Barnes	Principal	Louisburg High School	Louisburg	NC
490	Ms.	Carolyn	K.	King	Youth Coordinator	Lumber River Council of Governments	Lumberton	NC
337	Mr.	Norris		Gentry	Director of Voc & Technical Ed	Madison County Public Schools	Marshall	NC
336	Dr.	Bobby	Jean	Rice	Asst. Supt. for Curriculum and Instru	Madison County Public Schools	Marshall	NC
562	Mr.	Andrew	L.	Manus		Manus Educational Machinery	Landis	NC
563	Mr.	Jason		Manus		Manus Educational Machinery	Landis	NC
564	Mr.	Richard		Manus		Manus Educational Machinery	Landis	NC
565	Mr.	Ken		Parsons		Manus Educational Machinery	Landis	NC
217	Ms.	Carlene		Bateman	Instructor	Martin Community College	Williamston	NC
219	Mr.	Pat		Edwards	Instructor	Martin Community College	Williamston	NC
216	Ms.	Pattie		Everton	Instructor	Martin Community College	Williamston	NC
213	Dr.	Nydia	M.	Morales	Dean of Curriculum Programs	Martin Community College	Williamston	NC
214	Mr.	Tate		Pender	Instructor	Martin Community College	Williamston	NC
218	Mr.	Jimmy		Revels	Instructor	Martin Community College	Williamston	NC
215	Mr.	Roy		Winslow	Dean of Student Services	Martin Community College	Williamston	NC
171	Mr.	Hal		Davis		Martin County Schools	Williamston	NC
170	Mrs.	Judy		Hardison		Martin County Schools	Williamston	NC
168	Mr.	George		James		Martin County Schools	Williamston	NC
153	Mrs.	Janet		Knox	Tech Prep/VoCATS Coordinator	Martin County Schools	Williamston	NC
169		Jo		Kornegay	Guidance Counselor	Martin County Schools	Williamston	NC
173	Ms.	Mary		Luton		Martin County Schools	Williamston	NC
172	Mr.	Dennis		Mills		Martin County Schools	Williamston	NC
174	Mrs.	Vicki		Peel	Project Director of SCANS	Martin County Schools	Williamston	NC
167	Mr.	Willie		Peele		Martin County Schools	Williamston	NC
50	Dr.	Suzanne	Y.	Owens	V P, Institutional Development	Mayland Community College	Spruce Pine	NC
323	Mr.	Brett		Hoogterp	Technical Math Teacher	McDowell High School	Marion	NC
324	Mr.	Tim		Hutchins	Industrial Arts Teacher	McDowell High School	Marion	NC

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
326	Ms.	Mary		Mauney	Home Economics Teacher	McDowell High School	Marion	NC
325	Ms.	Judy		Searcy	Commercial Foods Teacher	McDowell High School	Marion	NC
545	Mr.	Richard		Walters	Principal	Midway High School	Dunn	NC
141	Mr.	Devron		Gaber	Director	Ministry of Skills, Training & Labor	Victoria, B. C.	Canada
526	Ms.	Mary Lou		Lawson	Admission Counselor/Specialist	Mitchell Community College	Statesville	NC
152	Ms.	Peggy	K.	Hammond	Special Assist. for Program Develop	Montgomery Community College	Troy	NC
151	Ms.	Gayenell		Gull	Director of Vocational Education	Montgomery County Schools	Troy	NC
611		Margaret	T.	Campbell	Tech Prep Coordinator	Moore County Schools		
612		Bob		Hunt	Director	Moore County Schools		
121	Mr.	Joel		Kelley	Director	Mountain Science & Math Partnership	Asheville	NC
700	Mr.	Alfred		Mann	Science Teacher	Mt. Tabor High School	Winston-Salem	NC
554	Ms.	Lynn		Roberson	BellSouth Telecommunications	N. C. Information Highway	Charlotte	NC
156	Ms.	Linda		Marks	Guidance Counselor	Nash Central Jr. High School	Nashville	NC
527	Ms.	Betsy	B.	Currin	Vice President	Nash Community College	Rocky Mount	NC
163	Mr.	Richard		Leam	Youth Apprenticeship Instructor	Nash-Rocky Mount Schools	Nashville	NC
155	Mr.	Chris		Pake	Coord.of Workforce Preparedness	Nash-Rocky Mount Schools	Nashville	NC
154	Ms.	Cheryl		Rice	Director of Vocational Education	Nash-Rocky Mount Schools	Nashville	NC
63	Ms.	Frances		Franklin	Career Specialist	Natrona County School District	Casper	WY
62	Ms.	Margo		Nokes		Natrona County School District	Casper	WY
238	Mr.	Mark		Mathern	Principal	Natrona County School District #1	Casper	WY
328	Ms.	Julie	K.	Burnham	Program Coordinator, Allied Health	NC Department of Community Colleges	Raleigh	NC
116	Mr.	J. W.		Eades	Associate Director Federal Voc Ed	NC Department of Community Colleges	Raleigh	NC
549	Mr.	Morris	W.	Johnson, Jr.	Director of Student Access & Equity	NC Department of Community Colleges	Raleigh	NC
117	Mr.	Allen		McNeely	Coordinator Federal Voc. Ed.	NC Department of Community Colleges	Raleigh	NC
327	Mr.	Gerald		Pumphrey	Director of Tech Prep	NC Department of Community Colleges	Raleigh	NC
580	Ms.	June		Atkinson	Director of Vocational Education	NC Department of Public Instruction	Raleigh	NC
656	Mr.	Donald	R.	Brannon	Chief Consultant	NC Department of Public Instruction	Raleigh	NC
659	Ms.	Shirley	W.	Bullock	Consultant	NC Department of Public Instruction	Raleigh	NC
660	Dr.	Pamela	S.	Davis	Special Populations Consultant	NC Department of Public Instruction	Raleigh	NC
657	Mr.	Bob		Dickerson	Trade & Industrial Education Consult	NC Department of Public Instruction	Raleigh	NC
525	Mr.	David		Edwards	Career Development Consultant	NC Department of Public Instruction	Raleigh	NC
644		Bob		Etheridge	State Superintendent	NC Department of Public Instruction		
662	Dr.	Sherrill	T.	Goodman	Education Consultant	NC Department of Public Instruction	Raleigh	NC
658	Ms.	Sarah	Gibso	Hawes	Consultant	NC Department of Public Instruction	Raleigh	NC
724		David		Hayes	High School Youth App. Cons	NC Department of Public Instruction	Raleigh	NC
666	Ms.	Deborah	C.	Hollingsworth	Consultant	NC Department of Public Instruction	Raleigh	NC
655	Mr.	Willie	J.	Randolph	Education Consultant	NC Department of Public Instruction	Raleigh	NC
579	Ms.	Nancy	L.	Raynor	Chief Consultant	NC Department of Public Instruction	Raleigh	NC
663	Mr.	Horace	C.	Robertson	Vocational Instructional Specialist	NC Department of Public Instruction	Raleigh	NC
664	Mr.	Jimmy		Smith	Education Consultant	NC Department of Public Instruction	Raleigh	NC
581	Mr.	Ken		Smith	Chief Consultant	NC Department of Public Instruction		
665	Mr.	James	M.	Taylor	Education Consultant II	NC Department of Public Instruction	Raleigh	NC
661	Mr.	Sam		Weeks	Education Consultant	NC Department of Public Instruction	Raleigh	NC
99	Mr.	Wayne	A.	Hanson	Director Southeast Partnership	NC Science and Mathematics Alliance	Wilmington	NC
639	Mr.	Dewey	A.	Adams	Professor	NC State University		
638		Edgar	I.	Farmer	Director of Graduate Programs	NC State University		

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
649		Rose		Avant	Administrative Assistant	NC Tech Prep Leadership Center		
654		Sarah		Hamilton	Retired Science Consultant	NC Tech Prep Leadership Center		
650		Lynzetta		Little	Secretary	NC Tech Prep Leadership Center		
582	Mrs.	Myrtle	D.	Stogner	Director	NC Tech Prep Leadership Center		
147	Mr.	Bobby		Hopkins	Economic Development Director	Neuse River Council of Governments	New Bern	NC
593		Macy		McRae		New Hanover Schools		
438	Ms.	Cathy		Hollar	Industry Education Coordinator	Newton-Conover City Schools	Newton	NC
436	Ms.	Ann		Roberts	Vocational Director	Newton-Conover City Schools	Newton	NC
437	Mr.	Gerald		Bowman	Principal	Newton-Conover High School	Newton	NC
760		Sue		Jarvis	Industry Education Coord.	North Stokes High School	Danbury	NC
450	Ms.	Lorraine		Davis	Vocational Instructional Specialist	Northeast TAC - NC - SDPI	Williamston	NC
158	Ms.	Maxine		Wright	Industry Education Coordinator	Northern Nash Senior High School	Rocky Mount	NC
266	Ms.	Karen		Holt	Special Populations Coordinator	Northern Vance High School	Henderson	NC
113	Mr.	Clive		Hall	Director	Northwest Community College	Kitimat B. C.	Canada
449	Ms.	Melinda		Lassiter	Vocational Instructional Specialist	Northwest TAC - NC-SDPI	Wilkesboro	NC
610	Dr.	Don		Herring	Director of Vocational Education	Onslow County Schools		
211	Ms.	Libbie		Geary	Industry Education/Tech Prep Coordi	Orange High School	Hillsborough	NC
441	Ms.	Diane		Gardner	Guidance Counselor	Pamlico County High School	Bayboro	NC
440	Ms.	Carol		Heath	IEC	Pamlico County High School	Bayboro	NC
295	Ms.	Beulah		Prescott	Director of Vocational Education	Pamlico County Schools	Bayboro	NC
566	Mr.	Tom		Bucker		Paradigm Publishing	St. Paul	MN
600		Yvonne		Jordan	Dir. of Southern Regional Partnershi	Pembroke State University		
686	Ms.	Sandra	M.	Taylor	Industry-Education Coordinator	Pender County Schools	Hampstead	NC
538	Ms.	Stephanie		Freeman	Workplace Readiness Coordinator	Perquimans County Schools	Hertford	NC
761		Randy		Young	Administrator Caswell Campus	Piedmont Community College	Yanceville	NC
567	Mr.	E.	Max	Woodbury		Piney Mountain Press/JAM Enterprises	Greensboro	NC
206	Dr.	Edgar	L.	Boyd	Executive Vice President	Pitt Community College	Greenville	NC
632		Tom		Hall	BIO CIP Multimedia Consultant	Pitt Community College		
220	Mr.	Gene		Hemby	Tech Prep/Outcomes Assess. Coord.	Pitt Community College	Greenville	Nc
631		Judith		Kasperek	BIO CIP Director	Pitt Community College		
209	Ms.	Susan	O.	Nobles	Director of Marketing/Public Relation	Pitt Community College	Greenville	NC
201	Mr.	Randy		Collier	Director of Vocational Education	Pitt County Schools	Greenville	NC
683	Mr.	Thomas	C.	Nichols	Superintendent	Prince George County Public Schools	Prince George	VA
208	Mr.	John	G.	Deese	Assistant Vocational Director	Public Schools of Robeson County	Lumberton	NC
263	Ms.	Janice	A.	Fields	Consumer Home Ec Project Coord	Public Schools of Robeson County	Lumberton	NC
269	Ms.	Glinda		Revels	Industry Education Coordinator	Public Schools of Robeson County	Lumberton	NC
212	Mr.	Wilbur		Smith	Director of Vocational Education	Public Schools of Robeson County	Bladenboro	NC
207	Mr.	Merle	T.	Summers	School to Work Transition Coordinat	Public Schools of Robeson County	Lumberton	NC
268	Ms.	Billie	R.	Hickman	Curriculum and Instructional Speciali	Public Schools of Robeson County	Lumberton	NC
626		Alan		Calhoun	Photographer	R. J. Reynolds Tobacco Company		
622		Tom		Griscom	Executive VP, External Relations	R. J. Reynolds Tobacco Company		
623		Don		Haver	Vice President of Community Affairs	R. J. Reynolds Tobacco Company		
624		Jo		Spach	Manager, Community Communicatio	R. J. Reynolds Tobacco Company		
181	Ms.	Betty		Buckner	Assistant Principal	R. S. Central High School	Rutherfordton	NC
182	Ms.	Beth		Enloe	Math Teacher	R. S. Central High School	Rutherfordton	NC
188	Mr.	Jim		Goode	Principles of Technology	R. S. Central High School	Rutherfordton	NC

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
625		Vivian		Tumer	Manager, Community Programs	R.J. Reynolds Tobacco Company		
203	Mr.	David		Adeimy	Vice President for Instruction	Richmond Community College	Hamlet	NC
104	Mrs.	Betty		Dorsett	Trustee	Richmond Community College	Hamlet	NC
22	Mr.	Joe	W.	Grimsley	President	Richmond Community College	Hamlet	NC
606		Diane		Honeycutt	Executive V P for Administration	Richmond Community College		
55	Mrs.	Lori		Williams	Faculty Secretary	Richmond Community College	Hamlet	NC
318	Ms.	Sandra		Harris	Social Studies Teacher	Richmond County Schools	Hamlet	NC
651		Pam		Hinson	Secretary	Richmond County Schools		
652		Cynthia		McGee	Health Coordinator	Richmond County Schools		
599		Judy		Paxton	Math Teacher	Richmond County Schools		
496	Mr.	Trent		Strickland	Director of Federal Programs	Richmond County Schools	Hamlet	NC
597		Martha	M.	Webb	Vocational/Technical Ed. Director	Richmond County Schools		
653		Tammy		West	VoCATS Coordinator	Richmond County Schools		
731		Diane		Wood	Director of Medical Records	Richmond Memorial Hospital		
431	Ms.	Elaine		Davenport	Guidance	Richmond Senior High School		
434	Ms.	Barbara		Hayworth	Science Teacher	Richmond Senior High School		
432	Ms.	Nan		Howell	Marketing Teacher	Richmond Senior High School		
430	Ms.	Margaret		Leak	English Teacher	Richmond Senior High School		
429	Ms.	Terry		Mercer	Math Teacher	Richmond Senior High School	Rockingham	NC
433	Mr.	Ralph		Robertson	Principal	Richmond Senior High School		
69	Mr.	Bill		Mauney	Asst. Vice President	Robeson Community College	Lumberton	NC
615		Richard		Monroe	Psychology Teacher	Robeson County Schools		
636		Pamela		Pittman	Biology Teacher	Robeson County Schools		
637		James		Roberts	Agri-Science Teacher	Robeson County Schools		
473	Ms.	Jo	Beth	Clark	English Teacher	Rockingham County Consolidated Schools	Eden	NC
479	Mr.	Bladen		Crockett	Business Teacher	Rockingham County Consolidated Schools	Eden	NC
475	Mr.	Todd		Dellinger	Social Studies Teacher	Rockingham County Consolidated Schools	Eden	NC
480	Mr.	Steve		Hall	Assistant Principal	Rockingham County Consolidated Schools	Eden	NC
486	Ms.	Linda		Hudson	Business Teacher	Rockingham County Consolidated Schools	Eden	NC
487	Mr.	Marion		Jones	Math Teacher	Rockingham County Consolidated Schools	Eden	NC
483	Mr.	Robert		Lamberth	Math Teacher	Rockingham County Consolidated Schools	Eden	NC
485	Ms.	Alice		Motley	Guidance	Rockingham County Consolidated Schools	Eden	NC
474	Ms.	Cheryl		Olmstead	Math Teacher	Rockingham County Consolidated Schools	Eden	NC
481	Ms.	Mary		Owens	Guidance	Rockingham County Consolidated Schools	Eden	NC
484	Mr.	Gary		Pyrtle	IEC	Rockingham County Consolidated Schools	Eden	NC
488	Ms.	Kay		Rogers	Director Vocational Education	Rockingham County Consolidated Schools	Eden	NC
509	Ms.	Margaret		Smith	Home Economics Teacher	Rockingham County Consolidated Schools	Eden	NC
510	Ms.	Vivian		Smith	Health Occupations Teacher	Rockingham County Consolidated Schools	Eden	NC
477	Ms.	Janice		Tate	IEC	Rockingham County Consolidated Schools	Eden	NC
476	Mr.	Wayne		Tuggle	Principal	Rockingham County Consolidated Schools	Eden	NC
489	Ms.	Diane		Vaughn	IEC	Rockingham County Consolidated Schools	Eden	NC
482	Mr.	Woody		Wall	Science Teacher	Rockingham County Consolidated Schools	Eden	NC
478	Mr.	Ron		Webster	ICT	Rockingham County Consolidated Schools	Eden	NC
425	Dr.	John	W.	Langley	Principal	Rockingham Junior High School		
427	Mrs.	Carol		Pratt	Math Teacher	Rockingham Junior High School		
428	Mrs.	Jan		Sheppard	Guidance Counselor	Rockingham Junior High School		

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
426	Ms.	Jean	T.	Way	Business Education Teacher	Rockingham Junior High School		
161	Ms.	Debra		Johnson	Industry Education Coordinator	Rocky Mount Senior High	Rocky Mount	NC
419	Mrs.	Elise		Parris	Teacher	Rohanen Junion High School	Rockingham	NC
418	Mr.	Jerry		Warden	Teacher	Rohanen Junion High School	Rockingham	NC
420	Mrs.	Jean		Davis	Guidance	Rohanen Junior High School	Rockingham	NC
417	Mr.	Joe		Richardson	Principal	Rohanen Junior High School	Rockingham	NC
628	Dr.	Lynn		Eisenberg	Instructor of Mathematics & Music	Rowan-Cabarrus Community College		
675	Mr.	Peter		Steciow, Jr.	Program Head, Mfg./Engineering	Rowan-Cabarrus Community College	Salisbury	NC
629		Tom		Williams	Math Program Head	Rowan-Cabarrus Community College		
185	Ms.	Cindy		Campbell	IEC Coordinator	Rutherford County Schools	Spindale	NC
184	Mr.	Clarence		Campbell	Tech Prep Coordinator	Rutherford County Schools	Spindale	NC
641		Barbara		Freeman	Teacher & Computer Lab Coordinato	Rutherford County Schools		
186	Mr.	Connie	Mack	Hamrick	Principal	Rutherford County Schools	Spindale	NC
222	Mr.	Pat		Keeter	Director High School Curriculum	Rutherford County Schools	Spindale	NC
183	Mr.	Raymond		Lyles	Director of Vocational Education	Rutherford County Schools	Spindale	NC
187	Mr.	Bill		McDaniel	Rutherford County School Board	Rutherford County Schools	Spindale	NC
221	Mr.	Pat		Morgan	Director Elem. School Curriculum	Rutherford County Schools	Spindale	NC
118	Mr.	Roger		Petty	Superintendent	Rutherford County Schools	Spindale	NC
101	Ms.	Sarah		Stallings	English Teacher	Rutherfordton-Spindale Central High	Rutherfordton	NC
100	Ms.	Barbara		Staton	English Teacher	Rutherfordton-Spindale Central High	Rutherfordton	NC
349	Ms.	Betty	Jo	Wimmer	Industry Education Coordinator	Salisbury High School	Salisbury	NC
540	Mr.	Larry		Bell	Superintendent	Sampson County Schools	Clinton	NC
541	Ms.	Charlotte		Murphy	Vocational Education Director	Sampson County Schools	Clinton	NC
542	Mr.	Freddie		Williamson	Secondary Supervisor	Sampson County Schools	Clinton	NC
718	Mr.	Stephen		Athans	Tech Prep Coordinator	Sandhills Community College	Pinehurst	NC
589		Richard	E.	Swanson	Professor of Physics	Sandhills Community College		
66	Mr.	Dave		Grant	Assistant Superintendent	School District No. 80	Kitimat	B.C.
175	Ms.	Sheryl	V.	Nixon	VoCATS/Curriculum Specialist	School of Technology	Lincolnton	Nc
614		Anne		Crabbe	Director of Vocational/Technical Edu	Scotland County Schools		
532	Ms.	Helen		Evans	Industry-Education Coordinator	Sellars-Gunn Education Center	Burlington	NC
528	Ms.	Beverly		Gleason	Tech Prep Coordinator	Sellars-Gunn Education Center	Burlington	NC
531	Ms.	Susanna		Horn	Special Populations Coordinator	Sellars-Gunn Education Center	Burlington	NC
529	Mr.	Sheldon		Southerland	Director of Vocational Education	Sellars-Gunn Education Center	Burlington	NC
642		Pamela	B.	Finney	Educational Consultant	SERVE		
88	Mr.	Frank		McDaniel	Business and Auxiliary Services	Shelby City Schools	Shelby	NC
87	Mr.	Graham		Phifer	Director Technical and Vocational E	Shelby City Schools	Shelby	NC
84	Ms.	Linda		Chandler	Guidance Counselor	Shelby High School	Shelby	NC
82	Ms.	Janice		Johnson	VoCATS Coordinator	Shelby High School	Shelby	NC
86	Ms.	Janice		Myers	English Teacher	Shelby High School	Shelby	NC
81	Ms.	Sue		Smith	IEC	Shelby High School	Shelby	NC
83	Mr.	John		Wall	Science Teacher	Shelby High School	Shelby	NC
85	Mr.	Cliff		Wilson	Principal	Shelby High School	Shelby	NC
587		Bill		Muench	Area Manager	Sites Services IBM Corporation		
568	Mr.	John		Smylie		Smylie Educational Enterprises	Charlotte	NC
149	Ms.	Shelia		Walker	Assistant Principal	South Lenoir High School	Deep Run	NC
330	Ms.	Bonnie		Stevens	Industry-Education Coordinator	South Rowan High School	China Grove	NC

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
750		Scot		Valerius	Principal	Unified School District 328	Lorriane	KS
18	Ms.	Patty		Baucom	Career Exploration Teacher	Union County Public Schools	Monroe	NC
9	Ms.	Jo		Conway	Science Teacher	Union County Public Schools	Monroe	NC
4		Bill		Cook	Assistant Principal	Union County Public Schools	Monroe	NC
759		Bill		Cook	Assistant Principal	Union County Public Schools	Monroe	NC
7	Ms.	Teresa		Greene	Career Exploration Teacher	Union County Public Schools	Monroe	NC
17	Ms.	Teresa		Hawley	Vocational Education Curriculum Co	Union County Public Schools	Monroe	NC
10	Ms.	Luna		Ingram	Public Information Officer	Union County Public Schools	Monroe	NC
6	Ms.	Lisa		Kunkleman	Guidance Counselor	Union County Public Schools	Monroe	NC
3	Mr.	John		Moore	Assistant Principal	Union County Public Schools	Monroe	NC
13	Mr.	Scott		Norris	Guidance Counselor	Union County Public Schools	Monroe	NC
8	Mr.	Dale		Owens	Career Exploration Teacher	Union County Public Schools	Monroe	NC
16	Mr.	Bill		Potter	Guidance Counselor	Union County Public Schools	Monroe	NC
11	Mr.	Bob		Sellers	Industrial Cooperative Teacher	Union County Public Schools	Monroe	NC
5	Ms.	Linda		Smith	Career Exploration Teacher	Union County Public Schools	Monroe	NC
19	Dr.	Bill		Stegall	Superintendent for Instruction	Union County Public Schools	Monroe	NC
12	Mr.	Bill		Sullivan	Guidance Counselor	Union County Public Schools	Monroe	NC
2	Mr.	Linwood		Ward	Director Vocational & Technical Ed.	Union County Public Schools	Monroe	NC
14	Mr.	Mike		Zezech	Career Exploration Teacher	Union County Public Schools	Monroe	NC
546	Mr.	Roger		McKoy	Principal	Union High School	Clinton	NC
15	Dr.	Jack		Crawford		Union Technical Education Center	Monroe	NC
248	Ms.	James		Comeaux	Tech Prep Faciliator	Univ. of Southwestern Louisiana	Lafayette	LA
645	Dr.	Betty		Duvall	Community College Liason	US Office of Education		
60	Ms.	Lynn	P.	Moody	Acting Vocational Director	Vance County Schools	Henderson	NC
61	Ms.	Ruth		Wilson	VOCATS Coordinator	Vance County Schools	Henderson	NC
245	Ms.	Beryl		Buck	Assistant Principal	Vermilion Parish School Board	Abbeville	LA
335	Mr.	Norbert		Aneke	Research Assistant	Virginia Tech	Blacksburg	VA
334	Mr.	James		Dewitt	Research Assistant	Virginia Tech	Blacksburg	VA
346	Mr.	Douglas	E.	Adams	Teacher	Wake County Public Schools	Raleigh	NC
347	Ms.	June	L.	Blackwell	Secondary Math Teacher	Wake County Public Schools	Raleigh	NC
720	Ms.	Kim		Bowen	Teacher	Wake County Public Schools		
619		Gail		Connell	Teacher	Wake County Public Schools		
721	Ms.	Barbara		Efird	Industrial Education Coordinator	Wake County Public Schools		
348	Mr.	Wayne		Herndon	Director Vocational Education	Wake County Public Schools	Raleigh	NC
53	Ms.	Linda		Isley	Executive Dir. of Curriculum & Inst.	Wake County Public Schools	Raleigh	NC
345	Ms.	Annette	O.	Watson	Tech Prep Coordinator	Wake County Public Schools	Raleigh	NC
67	Ms.	Diana		DiFerdinando	English Teacher	Wake County Schools	Raleigh	NC
46	Mr.	Perry		Monds	Admissions Counselor	Wake Technical Community College	Raleigh	NC
530	Ms.	Gwenn		Cobb	Science Teacher	Walter Williams High School	Burlington	NC
535	Ms.	Annette		Grant	Guidance	Walter Williams High School	Burlington	NC
536	Mr.	John		Moranski	English	Walter Williams High School	Burlington	NC
20	Mr.	Joe		Menendez		Wampler-Long Acres	Monroe	NC
315	Mr.	Charlie		Barnes	Biotechnology Teacher	Warren County Middle School	Warrenton	NC
314	Ms.	Ella		Fleming	Business Teacher	Warren County High	Warrenton	NC
316	Ms.	Angela		Pendleton	Agriculture Teacher	Warren County High School	Warrenton	NC
157	Mr.	Jimmy		Taylor		Watson Electric	Rocky Mount	NC

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
281	Ms.	Jean		Copeland	Guidance Counselor	Southampton High School	Courtland	VA
592		Al		Phillips		Southeastern Community College		
647		Joseph		Glezen, III	Director of Human Resources	Southeastern Regional Medical Center		
569	Mr.	Tom		Davis		Southern Educational Systems	Newberry	SC
570	Mr.	Fred		Hampton		Southern Educational Systems	Newberry	SC
159	Ms.	Jean		Armstrong	Guidance Counselor	Southern Nash Jr. High	Spring Hope	NC
160	Ms.	Kim		May	Guidance Counselor	Southern Nash Sr. High	Bailey	NC
571	Mr.	Daniel	G.	Spotts		Spotts Academic Supplies	Ashburn	VA
112	Mr.	Charles	V.	Masick	Tech Prep Coordinator	SUNY Cobleskill	Cobleskill	NY
111	Mr.	Carlton	L.	Shepard	Professor of Physics	SUNY Cobleskill	Cobleskill	NY
240	Mr.	Robert	B.	Holder	Tech Prep Coordinator	Surry, Yadkin, Stokes Tech Prep Program	Dobson	NC
287	Ms.	Janet		Clapsaddle	Biology Teacher	Swain County High School	Bryson City	NC
285	Ms.	Wanda		Cole	Math Teacher	Swain County High School	Bryson City	NC
288	Ms.	Linda		O'Dell	English Teacher	Swain County High School	Bryson City	NC
284	Ms.	Debbie		Parsons	Health Occ. Techer	Swain County High School	Bryson City	NC
286	Ms.	Shirley		Sutton	Math Teacher	Swain County High School	Bryson City	NC
289	Ms.	Kate		Welch	Business Teacher	Swain County High School	Bryson City	NC
732		Alice		Lance		Swain County Schools		
602		Joan		Thomas	Retired Teacher-Educational Const.	Swain County Schools		
574	Mr.	Alvin	B.	Phillips		T. P. Creations, Inc.	Whiteville	NC
591		Linda		Rozelle	Graphic Artist	The News Reporter/Columbus County Cons		
733	Mr.	Terry		Helsley	Consultant	The Psychological Services	Columbia	SC
576	Mr.	Jeffery	M.	Nichols		The Sumner Group	Gastonia	NC
575	Mr.	Michael		Sumner		The Sumner Group	Gastonia	NC
462	Mr.	Paul		Edwards	Carpentry Teacher	Transylvania County Schools	Brevard	NC
470	Ms.	Leca		Harris	Agriculture Teacher	Transylvania County Schools	Brevard	NC
463	Mr.	Steve		Holland	Math Teacher	Transylvania County Schools	Brevard	NC
461	Ms.	Molly		Kilpatrick	Health Occupations Teacher	Transylvania County Schools	Brevard	NC
460	Ms.	Jean		Lineberger	Business Teacher	Transylvania County Schools	Brevard	NC
468	Ms.	Sharon		Martin	Business Teacher	Transylvania County Schools	Brevard	NC
472	Ms.	Carolyn		Owen	IEC	Transylvania County Schools	Brevard	NC
471	Mr.	Clinton		Owen	Vocational Director	Transylvania County Schools	Brevard	NC
466	Mr.	Joe		Parker	Guidance Counselor	Transylvania County Schools	Brevard	NC
469	Ms.	Nancy		Pugh	English Teacher	Transylvania County Schools	Brevard	NC
467	Mr.	Robert		Richards	Science Teacher	Transylvania County Schools	Brevard	NC
465	Mr.	Ron		Rudd	Principal	Transylvania County Schools	Brevard	NC
464	Ms.	Jennifer		Williams	Science Teacher	Transylvania County Schools	Brevard	NC
596	Dr.	Candance	S.	Gosnell	Instructional Development	Tri-County Technical College		
646		Sarah		Van	Vice President for Personnel	Triangle Laboratories of RTP Inc.		
752		Deb		Feil	English/Journalism Teacher	Unified School District 328	Lorriane	KS
748		Robert		John	Princ. of Tech Instructor	Unified School District 328	Lorriane	KS
747		Rhonda		Murphy	Home Ec Instructor	Unified School District 328	Lorriane	KS
753		Alice		Peterka	Business/Computer Teacher	Unified School District 328	Lorriane	KS
746	Dr.	Sam		Rawdon	Superintendent	Unified School District 328	Lorriane	KS
751		Maurice		Strecker	Principal	Unified School District 328	Lorriane	KS
749		Mamie		Thaete	Ind. Educ. Instructor	Unified School District 328	Lorriane	KS

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
750		Scot		Valerius	Principal	Unified School District 328	Lorriane	KS
18	Ms.	Patty		Baucom	Career Exploration Teacher	Union County Public Schools	Monroe	NC
9	Ms.	Jo		Conway	Science Teacher	Union County Public Schools	Monroe	NC
4		Bill		Cook	Assistant Principal	Union County Public Schools	Monroe	NC
759		Bill		Cook	Assistant Principal	Union County Public Schools	Monroe	NC
7	Ms.	Teresa		Greene	Career Exploration Teacher	Union County Public Schools	Monroe	NC
17	Ms.	Teresa		Hawley	Vocational Education Curriculum Co	Union County Public Schools	Monroe	NC
10	Ms.	Luna		Ingram	Public Information Officer	Union County Public Schools	Monroe	NC
6	Ms.	Lisa		Kunkleman	Guidance Counselor	Union County Public Schools	Monroe	NC
3	Mr.	John		Moore	Assistant Principal	Union County Public Schools	Monroe	NC
13	Mr.	Scott		Norris	Guidance Counselor	Union County Public Schools	Monroe	NC
8	Mr.	Dale		Owens	Career Exploration Teacher	Union County Public Schools	Monroe	NC
16	Mr.	Bill		Potter	Guidance Counselor	Union County Public Schools	Monroe	NC
11	Mr.	Bob		Sellers	Industrial Cooperative Teacher	Union County Public Schools	Monroe	NC
5	Ms.	Linda		Smith	Career Exploration Teacher	Union County Public Schools	Monroe	NC
19	Dr.	Bill		Stegall	Superintendent for Instruction	Union County Public Schools	Monroe	NC
12	Mr.	Bill		Sullivan	Guidance Counselor	Union County Public Schools	Monroe	NC
2	Mr.	Linwood		Ward	Director Vocational & Technical Ed.	Union County Public Schools	Monroe	NC
14	Mr.	Mike		Zezech	Career Exploration Teacher	Union County Public Schools	Monroe	NC
546	Mr.	Roger		McKoy	Principal	Union High School	Clinton	NC
15	Dr.	Jack		Crawford		Union Technical Education Center	Monroe	NC
248	Ms.	James		Comeaux	Tech Prep Faciliator	Univ. of Southwestern Louisiana	Lafayette	LA
645	Dr.	Betty		Duvall	Community College Liason	US Office of Education		
60	Ms.	Lynn	P.	Moody	Acting Vocational Director	Vance County Schools	Henderson	NC
61	Ms.	Ruth		Wilson	VOCATS Coordinator	Vance County Schools	Henderson	NC
245	Ms.	Beryl		Buck	Assistant Principal	Vermilion Parish School Board	Abbeville	LA
335	Mr.	Norbert		Aneke	Research Assistant	Virginia Tech	Blacksburg	VA
334	Mr.	James		Dewitt	Research Assistant	Virginia Tech	Blacksburg	VA
346	Mr.	Douglas	E.	Adams	Teacher	Wake County Public Schools	Raleigh	NC
347	Ms.	June	L.	Blackwell	Secondary Math Teacher	Wake County Public Schools	Raleigh	NC
720	Ms.	Kim		Bowen	Teacher	Wake County Public Schools		
619		Gail		Connell	Teacher	Wake County Public Schools		
721	Ms.	Barbara		Efird	Industrial Education Coordinator	Wake County Public Schools		
348	Mr.	Wayne		Herndon	Director Vocational Education	Wake County Public Schools	Raleigh	NC
53	Ms.	Linda		Isley	Executive Dir. of Curriculum & Inst.	Wake County Public Schools	Raleigh	NC
345	Ms.	Annette	O.	Watson	Tech Prep Coordinator	Wake County Public Schools	Raleigh	NC
67	Ms.	Diana		DiFerdinando	English Teacher	Wake County Schools	Raleigh	NC
46	Mr.	Perry		Monds	Admissions Counselor	Wake Technical Community College	Raleigh	NC
530	Ms.	Gwenn		Cobb	Science Teacher	Walter Williams High School	Burlington	NC
535	Ms.	Annette		Grant	Guidance	Walter Williams High School	Burlington	NC
536	Mr.	John		Moranski	English	Walter Williams High School	Burlington	NC
20	Mr.	Joe		Menendez		Wampler-Long Acres	Monroe	NC
315	Mr.	Charlie		Barnes	Biotechnology Teacher	Warren County Middle School	Warrenton	NC
314	Ms.	Ella		Fleming	Business Teacher	Warren County High	Warrenton	NC
316	Ms.	Angela		Pendleton	Agriculture Teacher	Warren County High School	Warrenton	NC
157	Mr.	Jimmy		Taylor		Watson Electric	Rocky Mount	NC

NO	mr/ms	first	mi	last	Title	Business/Organi	City	State
210	Mr.	Curtis		Shivar	Assoc. V P for Academic Affairs	Wayne Community College	Goldsboro	NC
586	Dr.	Lola		Jackson	Associate Professor	Wayne State University		
548	Ms.	Donna		Gladson	English Teacher	West Craven High School	Vanceboro	NC
547	Mr.	Lee		Kirkman	Agriculture Teacher	West Craven High School	Vanceboro	NC
54	Ms.	Patsy	D.	Marlow	Vocational Coordinator	West Georgia RESA	Grantville	GA
451	Ms.	Shirley		Ray	Vocational Instructional Specialist	Western TAC - NC - SDPI	Canton	NC
109	Ms.	Jeanne		Griffin	Director,Allegany Campus	Wilkes Community College	Sparta	NC
291	Mr.	Clay		Johnson	Tech Prep Counselor	Wilson County Schools	Wilson	NC
294	Mr.	John	Steph	Joyner	Assistant Principal	Wilson County Schools	Wilson	NC
119	Mr.	Jimmie	C.	Lucas	Youth Apprenticeship Coordinator	Wilson County Schools	Wilson	NC
292	Ms.	Isabel	C.	Mayo	Director of Vocational Education	Wilson County Schools	Wilson	NC
290	Mr.	Bill		Robinette	Tech Prep Counselor	Wilson County Schools	Wilson	NC
293	Mr.	Joseph	K.	Turner	Technical Drafting Teacher	Wilson County Schools	Wilson	NC
331	Ms.	April	K.	Canter	Social Studies Teacher	Winston-Salem/Forsyth County School	Winston-Salem	NC
322	Ms.	Martha		Cranfill	Tech Prep Coordinator	Winston-Salem/Forsyth County Schools	Winston-Salem	NC
321	Dr.	Beth	G.	Lucas	Director of Vocational Education	Winston-Salem/Forsyth County Schools	Winston-Salem	NC
758		Ann	C.	Ragan	English Teacher	Winston-Salem/Forsyth County Schools	Pfafftown	NC
313	Ms.	Reba	J.	Smith	Guidance Counselor	Winston-Salem/Forsyth County Schools	Winston-Salem	NC
332	Ms.	Joann		Via	Teacher	Winston-Salem/Forsyth County Schools	Walkertown	NC
		Grace		Andrews				
584		James	B.	Hunt, Jr	Governor of North Carolina			

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APPENDIX C

Tech Prep

Job Ready Strategy

North Ca
Confe

Tech Prep
a JobReady
Strategy

1994
North Carolina
TECH PREP
ASSOCIATE DEGREE
CONFERENCE

September 14 - 16, 1994

HOLIDAY INN FOUR SEASONS
JOSEPH S. KOURY CONVENTION CENTER
3121 HIGH POINT ROAD AT I-40
GREENSBORO, NORTH CAROLINA

PRE CONFERENCE

Wednesday, September 14, 1994

12:00 Noon **REGISTRATION**

1:00 p.m. - 4:00 p.m. ***A Workshop For 1994 Grant Recipients*** Colony A

June Atkinson, *Director of Division of Vocational Education,*
North Carolina Department of Public Instruction

Gerald Pumphrey, *Director of Tech Prep*
North Carolina Department of Community Colleges

Ken Smith, *Chief Consultant Division of Vocational Education*
North Carolina Department of Public Instruction

1994-95...1995-96
NC Tech Prep Grant Recipients

Allegahany County Schools
Wilkes Community College

Asheboro City Schools
Randolph Community College

Avery, Mitchell & Yancey County Schools
Mayland Community College

Burlington City Schools
Alamance Community College

Carteret County Schools
Carteret Community College

Catawba County Schools
Catawba Valley Community College

Cumberland County Schools
Fayetteville Technical Community College

Duplin County Schools
James Sprunt Commmunity College

Edgecombe County Schools
Edgecombe Community College

Guilford County Schools
Guilford Technical Community College

Harnett County Schools
Central Carolina Community College

Henderson & Transylvania County Schools
Blue Ridge Community College

Hoke County Schools
Sandhills Community College

Iredell-Statesville Schools
Mitchell Community College

Jackson County Schools
Southwestern Community College

Johnston County Schools
Johnston Community College & NCSU Ag Institute

Kings Mountain District, Cleveland County & Shelby City Schools
Cleveland Community College

Lenoir, Greene & Jones County Schools
Lenoir Community College

Lincoln County Schools
Gaston College

Martin County Schools
Martin Community College

Mecklenburg County Schools
Central Piedmont Community College

McDowell County Schools
McDowell Community College

Nash-Rocky Mount Schools
Nash Community College

Onslow County Schools
Coastal Carolina Community College

Pitt County Schools
Pitt Community College

Richmond County Schools
Richmond Community College

Rowan-Salisbury Schools
Rowan-Cabarrus Community College

Union County Schools
Anson & Stanly Community College
Union Tech Ed Center

Wake County Schools
Wake Technical Community College

Winston-Salem/Forsyth County Schools
Forsyth Technical Community College

Strategies That Work For Coordinators Colony BC

Myrtle Stogner, *Director, Richmond County, NC*
US Dept. of Ed. National Tech Prep Demonstration Project

BEST COPY AVAILABLE

CONFERENCE

Thursday, September 15, 1994

9:00 a.m. **REGISTRATION** *Prefunction Area*

COMMERCIAL EXHIBITS *Prefunction Area*

STUDENT EXHIBITS *Prefunction Area*
Richmond, Robeson, Rockingham, Montgomery, and Moore County Schools

Review of Community College Proposed Admission Requirements and Recommended Math and Science Sequences *Pebble Beach*
Gerald Pumphrey, *Director of Tech Prep*
NC Department of Community Colleges

11:30 **BALLROOM OPENS FOR LUNCH** *Guilford Ballroom DEFG*

12:00 Noon

LUNCHEON — OPENING SESSION

Guilford Ballroom DEFG

Presider June S. Atkinson, *Director of Division of Vocational Education*
North Carolina Department of Public Instruction

Greetings Charles A. Greene
Chairman, Board of Trustees
Guilford Technical Community College

Invocation Christine Malloy
Supervisor of Vocational Education
Cumberland County Schools

Introduce Speaker Joe Grimsley
President of Richmond Community College

Keynote Speaker **The Honorable James B. Hunt, Jr.**
Governor of North Carolina

Remarks *North Carolina Workforce Preparedness Commission*
Sandra Babb, *Executive Director, Governor's Commission on Workforce Preparedness*

1:15 - 1:30 p.m. **BREAK** *Prefunction Area*

1:30 - 2:30 p.m.

CONCURRENT SESSIONS

B = Beginner *I = Intermediate* *A = Advanced*

Session 1
B

Creating Effective Partnerships For Tech Prep-School To Work Connection

Cedar B

Dr. Lola Jackson, *Associate Professor, Career and Technical Education*
Wayne State University, Lansing, MI

This session will focus on the relationship of Tech-Prep and School to Work transition activities. Strategies will be presented for creating effective partnerships with business/industry/labor and community based organizations. Collaborative partnerships with teacher education and career guidance will also be discussed.

Facilitator, James H. Langdon, Jr., *Johnston County Schools*

Session 2
I

Implementing An Effective School-Business Partnership

Cypress

William (Bill) Muench, *Area Manager, Sites Services IBM Corporation, Regency Park, Cary, NC*

This session will include concrete strategies for developing and implementing effective school-business partnerships. How to do it and examples of programs and activities will be highlighted.

Facilitator, Kelly Jarman, *Lenoir County Schools*

Session 3
A

The Bell Just Rang. The Door Just Shut. Now What Do I Do? Analyze and Apply™, A Guide To Connect Learning To Performance

Sandpiper

Steve Stanley, *President of Analyze and Apply™* Inc., East Lansing, MI

A brief review of the need to reform the context and methods of 1-14 instruction, the presenter will describe the nine elements of *The Guide To Connect Learning To Performance*, instructional units.

Facilitator, Richy Green, *Greater Eastern Tech Prep Consortium*

Session 4
B, I, A

The Academic Alliance: A Means of Survival For Both Teacher and Student

Pecan

Debbie Lamm, *Programs Coordinator/English and Foreign Language, Lenoir Community College*
Pam Braxton, *English Department Chair, Lenoir County Schools*

Lenoir Community College's English Department formed an alliance with high schools in Lenoir, Greene, and Jones counties in 1990. English teachers from the five area high schools collaborated to produce three workshops a year for the alliance.

The presentation will focus on how to form an alliance, maintain momentum, and involve teachers. Sample letters and programs will be provided as models. Discussion concerning the importance of networking will conclude the presentation.

Facilitator, Dr. Gordon Burns, *Lenoir Community College*

Session 5
A

The High School-College Physics Connection

Tidewater

Richard E. Swanson, *PhD, Professor of Physics*
Sandhills Community College
Joseph Baughman, *Physics Instructor, Blueridge Community College*

The Physics Curriculum Improvement Project of the Department of Community Colleges has a primary goal of improving the support of introductory college physics courses for Tech Prep programs. During the last year, the Project has investigated the high school-college physics connection in several ways including: cooperation with Tech Prep associations and activities, consideration of competencies and objectives, surveys of technical programs and employers, teaching using Principles of Technology (PT) materials, integration of innovative teaching techniques with PT materials, presentation of a certification course for PT teachers, and initial development of a physics curriculum guide. The presentation will provide an overview of activities and present preliminary description of college level courses which support Tech Prep.

Facilitator, Stephen Athans, *Sandhills Community College*

Session 6
B, I

Marketing: A Rural Consortium's Approach

Tanglewood

Linda Rozelle, *Graphic Artist, The News Reporter/Columbus County Consortia*
Al Phillips, *Southeastern Community College*
Macy McRae, *New Hanover Schools*

Presenters will share organizational specifics on:

1. Developing a marketing committee
2. The value of team building with business/industry
3. Marketing tools and activities

Facilitator, Teresa Hawley, *Union County Schools*

Session 7
B, I, A

Helping Staff Connect With Tech Prep: An Academy Model

Moorehead

Martha Cranfill, *Tech Prep Coordinator*
Beth Lucas, *Program Manager Vocational/Technical Education*
Winston-Salem/Forsyth County Schools

Too often staffs do not fully understand the **"why"**, or the **"what"** of Tech Prep, nor do public school and community college staff have an opportunity to address these concerns. Our system created a Tech Prep Academy, a "school" whose mission was to help staff from both the public schools and the community college experience in-depth important Tech Prep issues.

Participants will get detailed information on how to create their own academies. Presenters will explain how the community college faculty were involved in the Academy, and attendees will receive innovative ideas and practical hands-on materials.

Facilitator, Kenneth Thigpen, *Lee County Schools*

Session 8
B, I, A

Career Guidance in Cumberland County

Auditorium II

Glenda Till, *Counselor, Terry Sanford High School*
Ernestine Tucker, *Counselor, Spring Lake Middle School*
Glenda Jones, *Industry Education Coordinator, Douglas Byrd High School*
Geraline Castle, *College/Tech Prep Coordinator*

Cumberland County Counselors and Industry Education Coordinators adopted a model for delivery of effective career guidance which addresses all aspects of a comprehensive career guidance program including staff preparation and development of written action plans.

Facilitator, Geraline Castle

Session 9
B, I

Collaborative Staff Development: Secondary/Post Secondary Education, Business and Professional Organizations

Blandwood

Emily Freeland, *Tech Prep Coordinator, Charlotte Mecklenburg Schools*
Karen Isenberg, *Vocational Coordinator, Charlotte Mecklenburg Schools*

This session will focus on the benefits of developing partnerships and collaboration. The Charlotte-Mecklenburg Schools, Central Piedmont Community College and the Employment Management Association joined forces to offer a 5-day School-to-Work Summer Institute for educators. Staff members toured companies and CPCC, attended sessions led by businesses focused on TQM and team building and developed an action plan dealing with curriculum integration for next school year. Participants will receive a packet of materials that includes sample agenda, correspondence, and news releases.

Facilitator, Win Batten, *James Sprunt Community College*

Session 10
B, I, A

Integrating Employability Skills (SCANS) In Two-Year College Programs

Pebble Beach

Dr. Candance S. Gosnell, *Instructional Development, Tri-County Technical College, Pendleton, SC*

Two year technical and community colleges are facing increasing demands for curriculum reform to provide students the competencies needed for success in the work force. The presenter will share a model which provides curriculum design, instructional improvements, learning activities, and evaluation methods which address the skills and competencies recommended for graduates' success. Specific strategies for integrating SCANS skills in the curriculum and generating student learning activites will be discussed.

Facilitator, Clarence Campbell & Raymond Lyles, Rutherford County Schools

Session 11
B, I

Youth Apprenticeship Program: A Tech Prep Component

Meadowbrook

Martha M. Webb, *Vocational/Technical Education Director,*
Myra Deane, *Health Occupations Teacher*
Richmond County Schools
Diane Wood, *Director of Medical Records, Richmond Memorial Hospital*

This Youth Apprenticeship Program was developed to prepare the Tech Prep Associate Degree student for a technically oriented career by providing on-the-job training through a youth apprenticeship experience. Presenter will share details on organizing and managing a youth apprenticeship model that culminates in the student receiving apprentice certification and Associate Degree in Applied Science.

Facilitator, Myra Deane

Session 12
I

Integrating Technology and Applications Into The Language Arts Curriculum

Maple

Diana DiFerdinando, *English Teacher, Wake County Public School System*

A presentation on strategies for integrating technology skills and applications into the current Language Arts curriculum. It will include planning and cooperative teaching techniques as well as sample lesson plans.

Facilitator, Carol Heath, *Pamlico County High School*

Session 13
B, I

Just For The Beginner

Auditorium I

Myrtle D. Stogner, *Director, NC Tech Prep Center*
Ralph Robertson, *Principal, Richmond Senior High*

If you are new to North Carolina or Tech Prep you might want to get an understanding of the overall total Tech Prep Model. Presenters will review nuts and bolts of strategies that must be in place based on the Richmond Site experience.

Facilitator, Pat Martin, *New Hanover Schools*

Session 14
B, I

Developing Career Plans/Recruitment of Tech Prep Students

Auditorium IV

Carla High, *Project Director Tech Prep National Demonstration Site*
Francis Tuttle Vo-Tech, Oklahoma City Community College
Oklahoma City, Oklahoma

Participants will be shown CREATE's comprehensive career planning process, including testing and placement materials. Recruitment videos and cluster brochures will be shared.

Facilitator, Dr. Nydia M. Morales, *Martin Community College*

Session 15
B, I

Retrieval, Remediation, or Tutorial Program

Biltmore

Judy Paxton, *Math Teacher, Richmond County Schools*
Yvonne Jordan, *Director of Southern Regional Partnership*
Pembroke State University
Terry Mercer, *Richmond County Schools*

A lab program designed to meet the retrieval of learning, remediation and tutorial needs of students will be discussed. Students can repeat six-week objectives, refresh their background knowledge, and/or review objectives in a self-paced computer math lab setting. This presentation includes a demonstration, student interviews, supporting data, and discussion of the program. RRT program will be expanding in 1994-95 to involve every math student.

Facilitator, Yvonne Jordan

Session 16
B

Teacher-Developed Integrated Curriculum for Science and Health Occupations

Cedar C

Joan Thomas, *Retired Teacher-Educational Consultant*
Janet Clapsaddle, *Teacher, Swain County High School, Swain County Schools*

This presentation will describe an example of an integrated curriculum for science and health occupations. Issues of planning, writing, implementing, and revising integrated curriculum will be discussed. Data from SREB program evaluation will be shared to show results.

Facilitator, Diane Hollifield, *Kings Mountain High School*

Session 17
B, I

The Administrative Role

Cedar A

Lawrence Buffaloe, *Principal*
Caroline Nixon, *Industry Education Coordinator, South View High School*
Cumberland County Schools

The presenters will describe the process for developing a School To Work Transition model including Tech Prep, High Schools That Work, and Youth Apprenticeship Components.

Facilitator, Gaynell Gull, *Montgomery County Schools*

Session 18
B, I, A

Best Practices Carousel

Colony ABC

Presenters have received recognition for outstanding practices and will share their experiences with you!

Participants will select any three topics. Each session with presenter will be thirty minutes.

Facilitators, Diane Honeycutt, *Executive Vice President for Administration,*
David Adeimy, *Vice President for Instruction*
Richmond Community College

Best Practices Carousel

1. AVERY COUNTY

The Role of Principal & Director of Vocational Education in Tech Prep Implementation

Will Burgin, *Director of Vocational Education, Avery County Schools*
Stephen R. Sneed, *Principal of Avery High School*
Avery County Schools
*1993 RJR Award Finalist

2. CATAWBA COUNTY

Articulating High School and Community College Testing (Assessment) To Eliminate Remediation

Jerry Thompson, *Associate Dean of Technologies*
Catawba Valley Community College

Roxie Poovey, *Director of Vocational Education*
Catawba County Schools

3. CLEVELAND COUNTY

Business/Industry Connection

Sandra Kistler, *Director of Vocational Education*
Cleveland County Schools
*1993 RJR Award Finalist

4. ONSLOW COUNTY

Role of Community in Tech Prep

Suzanne Sartell, *President of Greater Jacksonville Chamber of Commerce*
*1993, 1994 RJR Awards Finalist

5. ONSLOW COUNTY

Evaluating Your Tech Prep Program

Dr. Don Herring, *Director of Vocational Education*
Onslow County Schools
Dr. Walter Timm, *Executive Vice President,*
Coastal Carolina Community College
*1993, 1994 RJR Awards Finalist

6. PITT COUNTY

Marketing Tech Prep

Randy Collier, *Director of Vocational Education, Pitt County Schools*
Susan Nobles, *Director of Marketing and Public Relations*
Pitt Community College
*1993, 1994 RJR Awards Finalist

7. PITT COUNTY

The Tech Prep Institute

Dr. Edgar L. Boyd, *Executive Vice President*
Gene Hemby, *Director of Outcomes Assessment*
Pitt Community College
*1993, 1994 RJR Awards Finalist

8. ROBESON COUNTY

Use of a Steering Committee to Develop and Promote Tech Prep

Wilbur Smith, *Director of Vocational Education*
Robeson County Schools
Bill Mauney, *Robeson Community College*
*1992, 1993, 1994 RJR Awards Finalist

2:30 - 2:45 p.m. **BREAK**

2:45 - 3:45 p.m.

CONCURRENT SESSIONS REPEATED

3:45 - 4:00 p.m. **BREAK**

4:00 - 5:00 p.m.

CONCURRENT SESSIONS

B = Beginner *I = Intermediate* *A = Advanced*

Session 1
B

Utilizing SIMS For Tech Prep Management

Cedar B

Margaret T. Campbell, *Tech Prep Coordinator*
Moore County Schools
Bob Hunt, *Director of Administrative Computer Services*
Moore County Schools

Presenters will share procedure for coding students using SIMS for contracted (Horizon 2000) scholarship to include the Scholars program, the area of career choice, as well as a choice in the categories of general curriculum or the NC Admissions Standards. The information will include how to develop a shell in the SIMS program that coordinates each students' courses completed and print out of courses remaining for selection and registration.

Facilitator, Beverly Gleason, *Sellars-Gunn Education Center*
Alamance County Schools

Session 2
B, I, A

Outcomes Assessment - The Development of an Instrument that can Measure when and how much Learning has Occurred

Cypress

Dr. Edgar L. Boyd, *Executive Vice President, Pitt Community College*
Gene Hemby, *Director of Outcomes Assessment*
Pitt Community College
Susan Nobles, *Director of Marketing and Public Relations*
Pitt Community College
Dr. Walter Timm, Jr., *Executive Vice President*
Coastal Carolina Community College

Presenters will describe the development of a data bank of test questions that will be assigned to course and program competencies that will be used to validate learning outcomes. The test databank will be compatible with the secondary schools; Vo'CATS (Vocational Competency Achievement Tracking System), but will be enhanced for community college curriculum assessment.

Facilitator, Dr. Walter Timm, Jr., *Coastal Carolina Community College*

Session 3
B

With Our Complements

Pecan

Kate D. Welch, *Business Teacher, Swain County High School*
Linda M. O'Dell, *English Teacher, Swain County High School*

Strategies designed to integrate keyboarding and language skills focusing on reinforcing competencies, enhancing learning and strengthening the language and keyboarding skills. Results are rewarding because students are able to compose and key a number of different documents and appreciate the relationship between their keyboarding and English classes.

Facilitator, Alice Lance, *Swain County Schools*

Session 4
B, I

Merging Academics and Vocational/Technical Curricula-One Consortium's Case History

Sandpiper

Coordinating Committee Members of Madison, Buncombe, Asheville City and Asheville Buncombe Technical Community College (ABTCC) Tech Prep Consortium

A three party system has collaborated to develop and implement the career development planning guide throughout all systems. The evolution of the implementation of a Tech Prep curriculum will be described.

Facilitator, Kay Rogers, *Rockingham County Schools*

Session 5
I

Apprenticeship in Action

Tidewater

Chris Pake, *Coordinator of Workforce Preparedness*
Cheryl Rice, *Director of Vocational Education*
Nash-Rocky Mount Schools

1993-94 school year, the school had 16 students to complete our Youth Apprenticeship Program. 1994-95, 50 students are enrolled. Program will include industry driven apprenticeship curriculum. Presenters will share information on:

1. school/business partnerships
2. youth apprenticeship steering committee, and
3. industry driven curriculum
4. post-secondary work based learning

Facilitator, Merrill T. Summers, *Robeson County Schools*

Session 6
B, I

Biotechnology/Agriscience: A Pilot Project

Tanglewood

Flake Brantley, *Vocational Agriscience Teacher*
North Buncombe High School
Steve E. Stevens, *Science Instructor, North Buncombe High School*

An overview of the Agriscience/Biotechnology project at North Buncombe HS will be given. Topics will include planning, development, curriculum, structure, and insights into grant writing.

Facilitator, Wayne Herndon, *Wake County Schools*

Session 7
B, I, A

The Ten Year Evolvement of Tech Prep - School to Work

Colony A

Dr. M. Doug James, *Superintendent, Lenoir County Schools*
Joe Grimsley, *President, Richmond Community College*

Early Tech Prep pioneers recall and review major challenges and significant events that produce successful implementation. The Richmond project has been validated by the National Diffusion Network and is a National Tech Prep Demonstration site funded by the U.S. Office of Education.

Facilitator, Pat Woods, *Kannapolis City Schools*

Session 8
B, I, A

Total Quality Management and Tech Prep

Colony B

Dr. Anne Crabbe, *Director of Vocational/Technical Education*
Scotland County Schools

This session will introduce the basic principles of TQM, examine their relevance to education, and point out the importance of teaching a whole new set of skills to students.

Facilitator, Mr. Bill Joye, *Alamance County Schools*

Session 9
B, I

Technology Camp --- A Non-Traditional Approach to Student Motivation

Biltmore

Henry Barber, *Automotive Technology Department Chairman*
Guilford Technical Community College

Presenter will share the results of an Automotive camp held at Guilford Technical Community College for high school students with above average academic achievement. This presentation will cover the following topics:

- Positive reinforcement
- Building self-esteem
- Experiencing the cutting edge of technology
- A look at tomorrow through the eyes of industry
- Challenging students

The technology camp idea could be adapted to any curriculum.

Facilitator, Elbert Don Smith, *Bladen County Schools*

Session 10
B, I, A

Comprehensive Career Development - Putting It All Together

Meadowbrook

Nancy H. MacCormac, *Executive Director, NC Occupational Information Coordination Committee*
NC Employment Security Commission
Lorraine Davis, *Vocational Instructional Specialist*
Northeast Regional Technical Assistance Center

The NC State Board of Education endorsed the National Career Development Guidelines in June. This session will provide an overview of this blueprint for local schools. It will also discuss new student and staff resources including state department's sample planner, portfolio and SOICC's career information system and workshops.

Facilitator, Isabel Mayo, *Wilson County Schools*

Session 11
B, I

Dealing with Negative Behavior Strategies to Avoid These --- Characteristics

Maple

Richard Monroe, *Psychology Teacher, Lumberton Senior High*
Robeson County School System

Come to learn about change without pain! The presenter has identified the eight most common negative behaviors and numerous strategies that work to deal with these negatives -- strategies that utilize cooperative learning and teaming activities.

Facilitator, Jane Poe Eure, *Durham County Schools*

Session 12
B, I

Teaming For Success

Moorehead

Willett Bissett, *Textiles Teacher*
Frieda Dial, *Science Teacher, Hoke High School, Raeford*
Dan McGougan, *Site Coordinator, High Schools That Work*
Hoke County Schools

Academic and vocational teachers have "teamed up" to work on short and long term integrated curriculum projects with results that indicate significantly increased student learning.

Facilitator: Jeff Moss, *Hoke County Schools*

Session 13
I

Co-operative Learning and Motivation for the Slower Learner

Auditorium II

Robin Taylor, *Math Teacher, Rutherford County School System*
Susan Houston, *Math Teacher, Rutherford County School System*

A presentation of motivational techniques and classroom managment for the "behind" student in math. An adapted cooperative learning situation will be the main focus of discussion. This will include time spent on teaching the student "how to learn" cooperatively. Activity worksheets will be provided.

Facilitator, Dr. George Litton, *Cleveland County Schools*

Session 14
B, I

Implementing Career Development Through An Advisor/Advisee Program - A Tech Prep Implementation Model

Pebble Beach

Gail Connell, *Teacher*
Kim Bowen, *Teacher*
Barbara Efird, *Industrial Education Coordinator*
Wake County Public School System

A presentation on planning, implementing and coordinating an advisor/advisee program which incorporates guidance and career development. It will include strategies for developing a curriculum, training for advisors and the use of career development portfolios to keep students focused on career goals.

Facilitator, Betty Gamble, *Kings Mountain Schools*

BEST COPY AVAILABLE

5:30 - 6:15 p.m. **WINE AND CHEESE RECEPTION** Prefunction Area

6:30 p.m. **AWARDS BANQUET** Guilford Ballroom DEFG

Presider	Dr. Donald W. Cameron, *President* *Guilford Technical Community College*
Invocation	Betty Dorsett, *Trustee, Richmond Community College* *Manager Employment Security Commission - Retired* *Rockingham, North Carolina*
Introduce Speaker	Emily Freeland, *Tech Prep Coordinator* *Charlotte/Mecklenburg Schools*
Keynote Speaker	David Crippens, *Senior Vice-President* *Educational Enterprises KCET Channel 28* *Los Angeles, California*
Introduce RJR Awards Program	Dr. M. Doug James, *Superintendent* *Lenoir County Schools*
1994 RJ Reynolds Tech Prep Awards Presentation	Thomas C. Griscom, *Executive Vice President* *External Relations* Donald G. Haver, *Vice-President of Community Affairs* *RJ Reynolds Tobacco Company* *Winston-Salem, NC*

Friday, September 16, 1994

8:00 - 12:00 Noon **COMMERCIAL EXHIBITS** Prefunction Area

8:00 - 9:00 a.m. **BREAKFAST** Prefunction Area

A scheduled time for networking

9:00 - 9:50 a.m.

CONCURRENT SESSIONS

REPEATED FROM THURSDAY
4:00 - 5:00 p.m. CONCURRENT SESSIONS

9:50 - 10:00 a.m. **BREAK**

10:00 - 10:50 a.m.

CONCURRENT SESSIONS

B = Beginner *I = Intermediate* *A = Advanced*

Session 1
I, A

Cooperative Learning and Pattern Recognition

Cedar B

Grace P. Foster, *Mathematics Teacher*
Beaufort County Community College

Cooperative learning and pattern recognition used as two of many tools that can promote critical thinking in the classroom. The T1-82 will be used in this demonstration, so if you have one bring it along!

This presentation is a result of the mathematics curriculum improvement Project (CIP) sponsored by the Department of Community Colleges.

Facilitator, Judy Paxton, *Richmond County Schools*

Session 2
I

Scans and All Aspects of the Industry -- Curriculum Integration

Cypress

Vicki Peel, *Project Director of SCANS: Content, Curricula, Context Grant*
Janet Knox, *Tech Prep/VoCATS Coordinator*
Martin County Schools

The presentation would begin with a brief introduction to SCANS competencies and all aspects of the business industry skills. The focus will be on how a SCANS classroom differs from a conventional classroom and what changes may need to be made to achieve a SCANS classroom. Emphasis will also be placed on the role SCANS plays in educaton for the 90's and how it fits with current educational initiatives.

Facilitator, Roy A. Eubanks, *Duplin County Schools*

Session 3
B, I, A

Making a Connection: Integrating Today's Curricula for Tomorrow's Workers

Pecan

Martha Cranfill, *Tech Prep Coordinator*
Beth Lucas, *Program Manager-Vocational/Technical Education*
Winston-Salem/Forsyth County Schools

The integration of high school vocational and academic courses is one of the critical elements of "Making High Schools Work." Presenters will share how to create a model for this integrative instruction, connecting high school vocational and academic courses and infusing them with locally developed employability skills and NOICC's **Career Development Competencies for High School Students.** Participants in this session will investigate our model and receive materials which will provide them a structure for integrative instruction and staff development to support integration. Sample integrated lessons will also be shared with participants.

Facilitator, Carl DeBrew, *Cleveland County Schools*

Session 4
I, A

Critical Thinking Comes to Tech Math

Biltmore

Dr. Lynn Eisenberg, *Instructor of Mathematics & Music*
Durham Technical Community College
Tom Williams, *Math Program Head*
Rowan-Cabarrus Community College

Critical thinking, problem solving, applications, and cooperative learning are four topics frequently finding their way into discussions of curriculum reform. This presentation will address how implementation of these concepts into community college math classrooms has begun. In particular, the presentation will show how technology and application have brought new life and meaning to the mathematical concept of "rational functions".

Facilitator, Terry Mercer, *Richmond County Schools*

*NOTE 10:00 - 10:50 a.m. ONLY

Session 5
I

Integrating Literature

Tidewater

Ken Brown, *Educational Consultant*
Agency for Instructional Technology

This session will focus on the need for integrating literature selection into the AIT Applied Communication modules in order to create a complete course. Specific models of integration will be provided and practiced.

*NOTE 11:00 - 11:50 a.m. ONLY

Session 6
I

Technical Writing

Tidewater

Ken Brown, *Educational Consultant*
Agency for Instructional Technology

This session will provide teachers with practice in using the Applied Communication Module 16 Technical Writing created by the Agency for Instructional Technology (AIT).

Facilitator, Sandy Kistler, *Cleveland County Schools*

Session 7
A

Interactive Multimedia Modules for Biology and Chemistry

Tanglewood

Judith Kasperek, *BIO CIP Director/Science Department Chair*
Pitt Community College
Tom Hall, *BIO CIP Multimedia Consultant*
and Chemistry Instructor

The presenters have developed a large number of interactive multimedia modules for student use in biology and chemistry. Modules include both laboratory materials and lecture materials which can be used by students in self-paced learning and can also be used in the classroom for students who can subsequently review it as many times as needed for mastery. The techniques have been extended to include self-testing modules and online testing particularly for laboratory situations.

Facilitator, Barbara Hayworth, *Richmond County Schools*

Session 8
B, I

Essential Relationship Building for Beginning Tech Prep Programs

Sandpiper

Sheldon Southerland, *Vocational Director, Burlington City Schools*
Brenda Hampton, *Tech Prep Coordinator,*
Alamance Community College
Beverly Gleason, *Tech Prep Coordinator*
Burlington City Schools
Susanna Horn, *Special Populations Coordinator*
Burlington City Schools
Helen Evans, *Industrial Education Coordinator*
Burlington City Schools

Let us show you how to deal effectively with issues such as "turfdom" global outlook, integrity, and accountability.

This session will focus on the impact Tech Prep will have on the following:
1. School Guidance—Educational Plan, Interest and Aptitude Testing
2. Academic Expectations-Local, State and National standards;
3. VoCATS-Program Improvement Model-Student Assessment;
4. Industry Involvement - Partnership - School-to-Work Transition Activities; and
5. Community College relationships-Matrix Development, Post Secondary Transition Activities.

Facilitator, Brenda Hampton, *Alamance Community College*

Session 9
I, A

Implementing a Competency Achievement Tracking System - Secondary and Post Secondary

Blandwood

Dr. Don Herring, *Director of Vocational Education, Onslow County Schools*
Dr. Walter Timm, Executive Vice President
Coastal Carolina Community College

Demonstration of the Community College Competency Achievement Tracking System (CC-CATS) depicting the transition from high school (VoCATS) and community college (CC-CATS) levels for the areas of Auto Technology, Radiologic Technology and Micro Computer System Technology. CC-CATS is a computerized databank of course and program competencies, with random access to test questions and lab/shop assignments, which are used to validate learning outcomes. Both secondary and post secondary competency completion certification will be interactively reviewed.

Facilitator, David Adeimy, *Richmond Community College*

Session 10
I

The 5 W's of Beginning a High School Youth Apprenticeship Program

Pebble Beach

Sue Kelly, *High Schools That Work & Youth Apprenticeship Program*
Site Coordinator
Doug Caudill, *Associate Principal*
Southview High School, Cumberland County Schools

Everything you ever wanted to know about BEGINNING a high school youth apprenticeship program. Who are the partners or stakeholders? What is the vision or mission? Where to begin? When and how to begin? Why high school youth apprenticeship?

Facilitator, Elaine Davenport, *Richmond County Schools*

Session 11
I

Enhancing JobReady Programs Through Career Development Planning

Meadowbrook

Annette O. Watson, *Program Coordinator, College-Tech Prep*
Wake County Public School System

A presentation of the career development program designed by Wake County Public School System to support implementation of Tech Prep JobReady Programs. It includes a career planning guide for students, career development portfolio and a professional handbook.

Facilitator, Trent Strickland, *Richmond County Schools*

Session 12
I

Building Business Industry Partnerships for the School-to-Work Connection

Maple

Pamela J. Block, *Executive Director*
Career Cooperative, Palatine, IL

Learn the basic "how to's" of beginning to develop participatory business and industry involvement for Tech Prep and to move into school to work including shared curriculum development and implementation, middle school, job shadowing, and internship work-site learning for students; employment of Tech Prep graduates; and staff development presentations, internships, and mentorships.

This initiative received one of the United States Department of Labor's LIFT awards (Labor Investing for Tomorrow) for its partnerships with business and industry in preparing youth for the workforce and was used as one of few models for the School To Work Opportunites Act.

Facilitator, Will Burgin, *Avery County Schools*

Session 13
B, I, A

Battle Scars

Cedar A

Pamela Pittman, *Biology Teacher*
James Roberts, *Agri-Science Teacher*
Saint Pauls High School, Robeson County Schools

Attendees will learn how two teachers survived full integration of Biology and Agri-Science and WON THE WAR !!!

Facilitator, Kelly Jarman, *Lenoir County Public Schools*

Session 14
I, A

A National Study of Research Priorities in Tech Prep

Auditorium II

Edgar I. Farmer, *Director of Graduate Programs in Adult and Community College Education, NC State University*

Presenter will share a national study to promote the growth and development of Tech Prep teacher education in four-year colleges and universities.

This qualitative study is designed to establish a research agenda (goals and directions) that will expand the knowledge base of Tech Prep teacher education in four-year colleges and universities. Especially, this study will identify, categorize, and prioritize the research agenda needs facing Tech Prep teacher education over the next 10 years.

A three-round Delphi survey technique was used to generate response and achieve consensus from a selected sample of experts in Tech Prep.

Facilitator, Bruce Waddingham, *Isothermal Community College*

Session 15
B, I, A

Marketing the Tech Prep Course of Study

Colony B

Carla High, *Project Director of Tech Prep National Demonstration Site*
Francis Tuttle Vo-Tech, Oklahoma City Community College
Oklahoma City, Oklahoma

Participants will be shown a three-phase comprehensive marketing plan, with practical techniques for promoting Tech Prep/School-to-Work to various populations. Generic recruitment videos and supporting printed materials will be distributed. Results of a statewide marketing survey regarding the public's perceptions of Tech Prep/School-to-Work will also be shared.

Facilitator, Jean Davis, *Richmond County Schools*

Session 16
I

Integration of Academic and Vocational Education: Rationale, Approaches, Processes, and Assessment

Cedar C

Dewey A. Adams, *Professor and Head of Department of Occupational Education, NC State University*
Barbara Sherrick, *Teacher/Tech Prep Coordinator*
Franklin County Schools

Rationale and meaning of Integration. Process and procedures used in an Integration Institute at NCSU in June, 1994. Results and follow-up of the Institute. Seventy-five teachers participated. How Integration can be done at the school and school system level, how to generate resouces, how to get teachers motivated and involved and techniques for carrying out integration will be included. Plan for Integration Institute in 1994-95.

Facilitator: Fannie Wilder, *Franklin County Schools*

Session 17
A

Removing the Barriers

Colony A

Sarah E. Stallings, *English Teacher*
Barbara Freeman, *Teacher & Computer Lab Coordinator*
Rutherford-Spindale Central High School
Rutherford County Schools

The English Department at R-S Central High School decided before the 1993-1994 school year to eliminate the college prep, tech-prep, general levels used in the past in favor of one level for 9th graders and honors or AP and English for 10th, 11th, and 12th graders. We will share what this did for our students, especially those who had not had very high expectations for themselves.

Facilitator, Margaret Leak, *Richmond County Schools*

Session 18
B, I, A

Evaluating Your Tech Prep Efforts

Auditorium I

Pamela B. Finney, EdD., *Educational Consultant, Southeastern Regional Vision for Education*
Gerald Pumphrey, *Director of Tech Prep*
Department of Community Colleges

Dr. Finney has conducted the third party evaluation of the Richmond County, NC Model that has received National Diffusion Network validation. Gerald Pumphrey has assisted with on site third party reviews and Tech Prep grant recipient reports for 1992-93 and 1993-94. Specifics for evaluating your program will be the focus of this session

Facilitator, Wayne Lassiter, *Anson County Schools*

10:50 - 11:00 a.m. **BREAK**

11:00 - 11:50 a.m. **CONCURRENT SESSIONS REPEATED**

12:10 p.m.

LUNCHEON

Guilford Ballroom
DEFG

Presider

Macy McRae, *Director of Vocational Education*
New Hanover County Schools

Invocation

Julie K. Burnham, *Program Coordinator*
Allied Health
NC Department of Community Colleges

Panel

Tech Prep/School to Work - Successes and Challenges to Meet

Bob Etheridge, *State Superintendent*
N.C. Department of Public Instruction

Dr. Betty Duvall, *Community College Liason*
Office of Vocational and Adult Education
U.S. Office of Education
Washington, DC

Sarah Van, *Vice President for Personnel*
Triangle Laboratories of RTP Inc.
Durham, North Carolina

Joseph Glezen, III, *Director of Human Resources*
Southeastern Regional Medical Center
Lumberton, North Carolina

Harold (Hap) Harple, *Human Resources Manager*
Dupont-Brevard Site
Brevard, North Carolina

Conference Summary

ADJOURN

North Carolina Tech Prep Advisory Committee

Sylvia Anderson, *Tech Prep Coordinator, Guilford County Public Schools*
Leonard Arnold, *Assistant Superintendent, Harnett County Schools*
Stephen Athans, *Tech Prep Coordinator, Sandhills Community College*
June Atkinson, *Director, Divison of Vocational Education, Department of Public Instruction*
Donald W. Bryant, *President, Carteret Community College*
Karen H. Campbell, *Superintendent, Haywood County Schools*
William F. Davis, *Vice President ,Barnhill Contracting*
Charles F. Early, *CEO, Kemet Electronics, Shelby, NC*
Wallace Gee, *State Board of Community Colleges*
Charles Glazener, *Director of Education, Asheville Chamber of Commerce, Asheville, NC*
Joseph Glezen, III, *Director of Human Resources, Southeastern Regional Medical Center, Lumberton, NC*
Joseph Grimsley, *President, Richmond Community College*
Don Haver, *Vice President, RJ Reynolds Tobacco Company*
Coy L Hudson, *Dean of Instruction, Catawba Valley Community College*
M. Doug James, *Superintendent, Lenoir County Schools*
Nancy T. Johnson, *Instructional Specialist, Department of Public Instruction*
Henry Johnson, *Assistant State Superintendent, Department of Public Instruction*
B. E. Mednenhall, Jr., *State Board of Community Colleges*
Jim Meyer, *General Manger, LOF, Laurinburg, NC*
Larry B. Norris, *Vice President for Academic Affairs, Fayetteville Technical Community College*
Lewis S. Redd, *President, Craven Community College*
Rhone Sasser, *President and CEO, United Carolina Bank, Whiteville, NC*
Bradford D. Sneeden, *Superintendent, New Bern-Craven County Schools*
Chairman Hubert Terry, *Retired Carolina Telephone, Belhaven, NC*
Robert White, *Vocational Director, Durham County Schools*
James Wingate, *Vice President for Programs, Department of Community Colleges*

Staff

J.W. Eades, *Associate Director, Department of Community Colleges*
Gerald Pumphrey, *Director of Tech Prep, Department of Community Colleges*
Ken Smith, *Chief Consultant, Department of Public Instruction*
Myrtle D. Stogner, *Director, NC Tech Prep Leadership Development Center*

North Carolina Workforce Preparedness Commission

Mr. James Andrews, *Secretary-Treasurer, AFL-CIO*
Mr. Graham Boyd, *Regal Custom Clothing*
The Honorable Robin Britt, *Secretary, Department of Human Resources*
Mr. Bill Burkhardt, *President and CEO, Austin Foods Company*
Ms. Daphne Copeland, *General Electric*
Mr. Harry S. Cotton, *Weyerhaeuser*
Mr. Peter Daetwyler, *President, Max Daetwyler Corporation*
Mr. Joyce Dickens, *Executive Director, Nash-Edgecombe Community Development Corporation*
Mr. Don Dixon, *Director of Administrative Services, American Express*
Mr. John Doman, *President, Public School Forum*
Ms. Ann Duncan, *Employment Security Commission*
The Honorable Bob Etheridge, *State Superintendent, North Carolina Department of Public Instruction*
Ms. Hanna Fingeret, *Executive Director, Literacy South*
Mr. Jerome Gantt, *Director of Manufacturing, Consolidated Diesel*
Mr. Joe Grimsley, *President, Richmond Community College*
Dr. Vic Hackley, *Chancellor, Fayetteville State University*
Ms. Wanda Henry-Coleman
Mr. Buster Humphreys, *CEO, National Spinning Company*
Dr. M. Doug James, *Superintendent, Lenoir County Schools*
Mr. Tan Kirby, *Director of Workforce Diversity, Sara Lee Knit Products*
Ms. Rosemarie Lowry, *President, NCAE*
Mr. Jim Lunsford, *Director of Vocational Education, Cabarrus County Schools*
The Honorable Harry Payne, *Commissioner, Department of Labor*
The Honorable Dave Phillips, *Secretary, Department of Commerce*
Mr. Jim Pierce, *NC AFL-CIO*
Ms. Mari Pitcher, *Assistant Vice President for Manufacturing, Northern Telecom*
Ms. Sylvia Ray, *Executive Director, Fayetteville Women's Center*
Mr. Rhone Sasser, UCB
Mr. Bob Scott, *President, Department of Community Colleges*
Mr. Chris Scott, *President, NC ALF-CIO*
Ms. M. Theresa Shank, *Director of Cooperative Education, Pitt Community College*
Mr. Gary Sheffield, *Gary Sheffield and Associates*
Ms. Mary Ann Sloan, *Director, Macon Program for Progress*
Mr. Duane Smith, *President, SEANC*
Ms. Sarah Stewart, *President, NC American Federation of Teachers*
Mr. Mike Tolbert, *Freightliner*
Ms. Sarah Van, *Vice President for Personnel, Triangle Laboratories of RTP, Inc.*
Mr. John Weyerhaeuser, *Director of Strategic Development, The Weyerhaeuser Company*
Ms. Eva Williams, *Education Industry Coordinator, Westover Senior High*
Dr. Phail Wynn, *President, Durham Technical Community College*

Conference Exhibits Committees

STUDENT EXHIBITS

Martha M. Webb, *Chairperson, Director of Vocational Education, Richmond County Schools*
Gaynell Gull, *Director of Vocational Education, Montgomery County Schools*
Bob Pearson, *Director of Vocational Education, Moore County Schools*
Kay Rogers, *Director of Vocational Education, Rockingham, County Consolidated Schools*
Wilbur Smith, *Director of Vocational Education, Robeson County Schools*

COMMERCIAL EXHIBITS

Dr. Pamela B. Finney

Conference Planning/Arrangements

June Atkinson
Rose Avant
Sandra Babb
Joe Grimsley
Diane Honeycutt
Lynzetta Little
Gerald Pumphrey
Myrtle D. Stogner, *Chairperson*
Martha M. Webb

Conference Sponsored by

North Carolina Tech Prep Leadership Development Center
Richmond County, NC, US Department of Education National Tech Prep Demonstration Site Project
North Carolina Workforce Preparedness Commission
Department of Public Instruction
Department of Community College

Center Funded by

North Carolina Federal Assembly
North Carolina Department of Community Colleges
North Carolina Department of Public Instruction
Richmond County · U.S. Dept. of Education · National Tech Prep Demonstration Site Project
P.O. Box 1189, Hamlet, North Carolina 28345
Telephone: (910) 582-7187 Fax: (910) 582-7005

APPENDIX E

RICHMOND COUNTY
Tech Prep
ASSOCIATE DEGREE
AN EDUCATIONAL FOCUS FOR THE MAJORITY
National Tech Prep Demonstration Site
North Carolina Leadership Development Center

A Partnership:
Richmond County Schools
Richmond Community College
Richmond County Business/Industry

July 7, 1993

«mr/ms» «fn» «ln»
«t»
«school»
«address»
«address2»
«city», «state» «zip»

Dear «mr/ms» «ln»:

The Richmond County North Carolina Tech Prep Model was named a National Demonstration Site by the U.S. Department of Education and received funding for January 1, 1993-December 30, 1994. The model has been developing since 1984 and continues to generate significantly positive results as an educational reform initiative designed to produce a globally competitive workforce in our area.

One of the goals of the demonstration project is to disseminate the model into other geographic locations and an adopter approach is planned. We are now in the process of selecting the adopter sites and invite you to complete the enclosed application. Adopter sites will be selected on a first come first serve basis so I encourage you to respond as quickly as possible.

We are looking for sites that are seriously concerned about the need for Tech Prep and would like some experienced technical assistance. We believe we have experiences that will be helpful to you.

If you need further clarification of any of the details, please call.

Sincerely,

Myrtle D. Stogner, Director
North Carolina Tech Prep Leadership Development Center

MDS:ra
Enclosure

Richmond Community College • P.O. Box 1189 • Hamlet, N.C. 28345 • Telephone: (919) 582-7187 • FAX. (919) 582-7005
For further information contact Myrtle D. Stogner, Director

Funded By: U.S. Department of Education / North Carolina Department of Public Instruction
North Carolina Department of Community Colleges / North Carolina General Assembly / North Carolina Science and Mathematics Alliance

Richmond County Tech Prep National Demonstration Site

ADOPTER SITE AGREEMENT

Project Title: National Demonstration Site

Site Location: ____________________

Consortium Members: ____________________

____

____

Contact Person: ____________________ Phone No.: ____________________

Address: ____________________

Project Period: Starting Date August 15, 1993 Ending Date December 31, 1994

We the undersigned have read and understand the requirements contained in the agreement and hereby make **application** to be an adopter site for the Richmond County N.C. National Tech Prep Demonstration Project for the 1993-94 year. Futhermore, we agree to adhere to the guidelines of the agreement.

(1)____________________ ____________________
Superintendent(s) Signature(s) Date

(2)____________________ ____________________

(1)____________________ ____________________
Community/Technical College President(s) Date

(2)____________________ ____________________

____________________ ____________________
Representative of Business/Industry Community Date

****

Adopter Site Agreement Accepted

____________________ ____________________
Myrtle D. Stogner, Director **Date**

____________________ ____________________
Dr. M. Doug James, Superintendent **Date**

____________________ ____________________
Mr. Joseph W. Grimsley, President **Date**

Richmond County Tech Prep National Demonstration Site

GENERAL GUIDELINES

We agree to comply with the following:

- To develop a mission statement signed by the Superintendent and Chairman of the Board of Education of secondary schools, the President and Chairman of the Board of Trustees of postsecondary schools, and a business and industry representative.

- Assume responsibility for successful implementation of the Tech Prep concept by using the Richmond Model (4+2).

- To register students for a TECH PREP course of study beginning fall of 1994.

- To schedule, support, implement, and follow-up activities for technical assistance sessions that will assure the successful completion of the following:
    1. administrative and community leadership
    2. total staff orientation
    3. total curriculum review, articulation, integration and workforce preparedness
    4. development of course of study
    5. staff training
    6. comprehensive career guidance
    7. marketing
    8. evaluation of process and product

- To collect project data as required for project evaluation. (The third-party evaluation for this project may seek information concerning the effectiveness of the technical assistance provided.)

- To operate under all relevant federal laws and regulations.

The Richmond County TECH PREP National Demonstration Site agrees to:

- Provide technical assistance at the adopter site at mutually agreeable times at no cost (One date to be scheduled before December 15, 1993, and additional assistance as long as funding will permit.)

- Provide sample materials developed by the Richmond Model and technical assistance in the interpretation of these materials.

- Provide preferred scheduling for groups from adopter sites to visit the Richmond Model (No charge for on-site visit; however, all other expenses are the responsibility of the adopter site)

- Provide consulting assistance using Richmond Model practitioners and others in the following categories:
    Project Director - Myrtle D. Stogner
    Assistant Project Director - Linda C. Keaton
    Superintendent of Richmond County Schools
    President of Richmond Community College
    Principals of Richmond Senior High School
    Vice President for Instruction - Richmond Community College
    Executive Vice President for Administration - Richmond Community College
    Director of Vocational Education - Richmond County Schools
    Math Consultant - Richmond County Schools
    Science Consultant - Richmond County Schools
    Instructors from both institutions and others will be available on a limited basis.

August 31, 1993

«mr/ms» «fn» «ln»
«t»
«school»
«address»
«address2»
«city», «state» «zip»

Dear «mr/ms» «ln»:

It is a pleasure to inform you that your application to be an adopter site as part of the Richmond County, North Carolina's U.S. Department of Education Demonstration Site project has been accepted. Enclosed please find a copy of the signed agreement.

Just a reminder-the sixth annual North Carolina Tech Prep Associate Degree Conference is scheduled in Greensboro, N .C. for September 19-21, 1993. A brochure is enclosed for your information.

Please contact the center to discuss how the TECH PREP Center may be of assistance in your implementation of the total model. Possible dates and topics for the first technical assistance visit will need to be established.

The Richmond Model staff look forward to working with you.

Sincerely,

Myrtle D. Stogner, Director
North Carolina Leadership Development Center

MDS:ra
Enclosure

ADOPACC.WPS

APPENDIX D

April 25, 1994

«Mr./Ms.» «First» «Middle» «Last»
«Title»
«Title2»
«Representing»
«Representing2»
«Address»
«Address2»
«City», «State» «Zip»

Dear «Mr./Ms.» «Last»:

The Richmond County North Carolina Tech Prep Model began in 1984-85 and has built a record of significant results in increasing student participation in more rigorous mathematics, science, communications and technology studies while dramatically reducing drop-out rates and increasing participation in post-secondary education and training. The focus is to move the middle sixty percent of our students to master knowledge and skills to enable them to be globally competitive workers in America's workforce.

The initiative has been led by a strong collaboration of business/industry, secondary and post-secondary education leaders.

This site is presently serving as a National Tech Prep Demonstration Site supported by the US Department of Education through the Model Tech Prep Education Projects grants.

I am enclosing a portfolio of our basic materials including results for your information. If you have questions or comments, please feel free to contact us.

Sincerely,

Myrtle D. Stogner
Director, NC Tech Prep Leadership Development Center

MDS/cb
Enclosure

TECHHIST.WPS

ABSTRACT NDN Submittal

Goals

The Richmond County Tech Prep initiative began in 1986 as a collaborative effort between the Richmond County Schools, Richmond Community College, and Richmond County business and industry. The goals of the program were to: 1) increase the number of secondary students taking and successfully mastering higher level mathematics, science, and English; 2) upgrade vocational/technical courses to reflect the influence of technology in current occupational fields and to incorporate higher level thinking skills in vocational/technical courses; 3) enroll the middle majority of high school students in a focused, more challenging, and technically-oriented curriculum at the secondary level; and 4) increase the number of students going on to two-year postsecondary schools and successfully completing a postsecondary technical degree with the ultimate goal of obtaining employment in today's competitive and technologically-oriented global workplace.

Purpose and Need Addressed

In 1986, the leadership of Richmond County Schools realized that they had a problem. Those students who were not in a college prep course of study (roughly 75% of the student population) were meandering through high school taking watered down courses which were not preparing them for post-secondary education or the workforce. A typical non-college prep graduate would have four units of basic English (representing less than grade level mastery), two units of basic math (no algebra), two units of basic physical science and biology, and two units of basic social studies. In addition, they might take a smattering of vocational courses without completing any particular career sequence of courses. The purpose of the Tech Prep initiative was to involve staff at all levels including the community college in designing and implementing a course of study to meet the needs of the middle majority of students who could with some structure and support take the more rigorous academic courses needed to ultimately complete a two year associate degree program. In a community in which 57% of the population over 25 have less than a high school degree, taking on the challenge of higher expectations for students might seem daunting, but the leadership of Richmond County felt that the future of the community depended on such an initiative.

Method of Operation

The Richmond County Tech Prep initiative consists of the following components: (a) collaborative leadership, (b) the articulation of K-14 curriculum, (c) the design of a course of study for the middle majority and curriculum development including the integration of academic and vocational content, (d) guidance redesign, (e) staff development/realignment, (f) marketing, and (g) program evaluation.

Audience

Tech Prep is designed for the middle majority of students, secondary students who typically do not enroll in a College Preparatory course of study during high school. The program targets students who may not pursue professional careers or attend four-year universities but who could benefit from two years of post-secondary education at the community college level.

Claims

The program has four claims of effectiveness:

1. Since the implementation of Tech Prep, vocational students are completing higher-level academic courses in math, science, and English.
2. Since the implementation of Tech Prep, student participation has increased in Algebra I and II with no concomitant decrease in student achievement in these subjects. In fact, the average school score on the state mandated End-of-Course Algebra I test has increased slightly and only a slight decrease in the mean score on the Algebra II test has occurred.
3. Although the Tech Prep course of study is more rigorous than the previous general vocational course of study, there has no been no increase in the percentage of drop-outs. In fact, the drop-out rate has decreased substantially since the implementation of Tech Prep.
4. Richmond High vocational students are reporting attending post-secondary institutions at a higher rate than the state average, even though the county is below the state average on socioeconomic indicators.

BASIC INFORMATION

A.	**Project Title**	Tech Prep Program
	Location	Hamlet, North Carolina
	Contact Person	Myrtle D. Stogner, Director Richmond County, NC U.S. Department of Education National Tech Prep Demonstration Site Project Richmond Community College P. O. Box 1189 Hamlet, NC 28345 (919) 582-7187
B.	**Original Developers**	Dr. M. Doug James, Superintendent Richmond County Schools Mr. Joseph Grimsley, President Richmond Community College
	Applicant Agency	Richmond County Schools
C.	**Years of Project**	
	Date Developed	1986
	Dates Operated	1986 - Present
	Dates Evaluated	1987 - Present
	Dates Disseminated	1988 - Present

D. **Sources and Level of Development and Dissemination Funding**

Richmond County Tech Prep Program

Year/Recipient(a)	Federal	State	Other	Total
1986-87 - RCC	10,000(b)	---	---	10,000
1987-88 - RCS	15,000	---	---	15,000
1988-89 - RCS	---	17,450	---	17,450
1989-90	---	---	---	---
1990-91 - RCC	---	---	---	---
1991-92 - RCC/RCS	50,000	---	---	50,000
1992-93 - RCC/RCS	50,000	---	---	50,000

North Carolina Tech Prep Leadership Development Center

Year	Federal	State	Other	Total
1988-89	---	10,000	---	10,000
1989-90	---	50,000	---	50,000
1990-91	---	100,000	100,000(c)	200,000
1991-92	---	100,000	100,000(c) 80,000(d)	280,000
1992-93	---	100,000	100,000(c) 120,000(d)	320,000
1993-94	499,841(e)	100,000	20,000(d)	619,841

(a) Recipient = RCC/Richmond Community College; RCS/Richmond County Schools.

(b) Approximately $8,000 of this $10,000 was provided by RCC to RCS for curriculum and staff development.

(c) Kellogg Foundation Grant - North Carolina Collaborative Leadership Development ($300,000 over three years).

(d) NC Science and Mathematics Alliance grant funding for curriculum improvement.

(e) U.S. Department of Education funding to maintain and improve the Richmond County Model, nationally disseminate the model, and conduct a third-party evaluation of the model and dissemination practices.

DESCRIPTION OF THE PROGRAM

Goals

The primary goal of the Tech Prep (Technical Preparation) initiative is to better prepare the non-college bound student to enter and complete without need for remediation a postsecondary technical associate degree program. Tech Prep is a course of study for the "middle majority" of secondary students who previously were allowed to "flow through the system" without a sense of direction taking courses which were not academically challenging. The goals of the Tech Prep initiative are to:

1. Increase, through a strengthened guidance process, the number of students enrolled in a focused, more challenging, and technically-oriented curriculum at the secondary level.
2. Upgrade vocational/technical courses to reflect the influence of technology in current occupational fields and to incorporate higher level thinking skills in vocational/technical courses.
3. Increase the number of vocational students completing higher level mathematics, science, and English.
4. Increase the number of students attending two-year postsecondary schools and successfully completing an associate degree in applied science with the ultimate goal of obtaining employment in today's competitive and technologically-oriented global workplace.

Purposes and Needs Addressed

In 1985, Richmond County felt it was not adequately preparing the middle majority of its students for the transition from secondary to postsecondary education and ultimately gainful employment. The job market in Richmond County, like the rest of the United States, had seen radical changes in the past few decades. Jobs for unskilled laborers declined dramatically, and the trend is expected to continue until very few such jobs are available (Johnston & Packer, 1987). A study of the Richmond County economy found that:

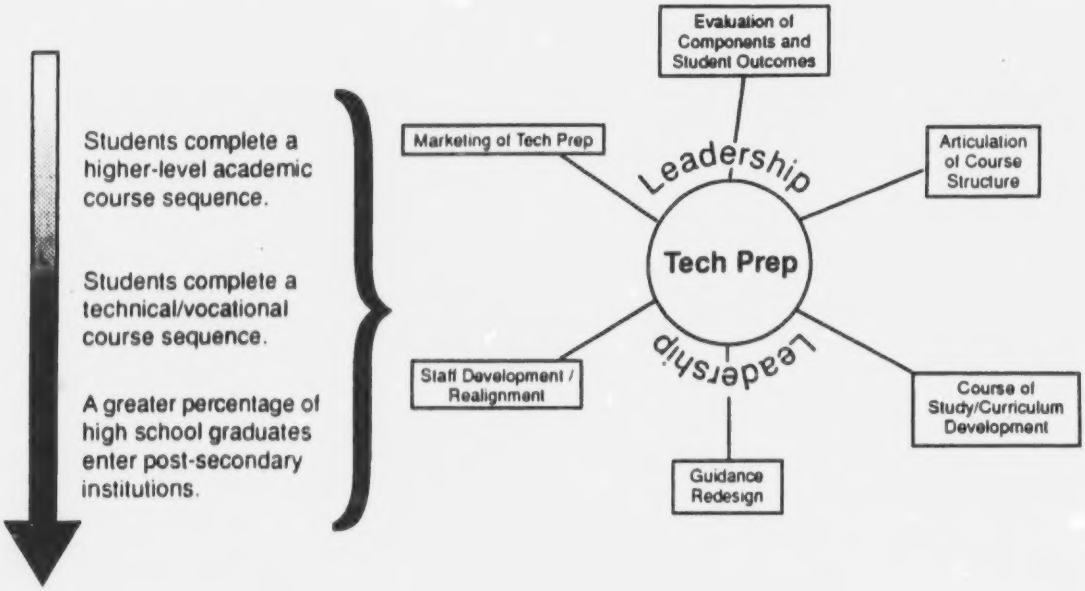
> If Richmond County is to prosper ten, twenty, and thirty years into the future, its work force will have to be far better trained and educated than it is today.... In addition to assuring that students graduate, public schools must work to improve school-to-work transition programs. Too often students leave high school with a diploma, but without a job or any plan to continue their education in college or vocational training. Students must be encouraged to plan ahead. A new ethic that education is a 14-year process must be instilled, and increased linkages should be established between public schools and community and technical colleges (1986, pp. 16-17).

Discussions with the business/industrial community confirmed for school leaders that their high school graduates were not prepared for the current more technically focused workforce. Similarly, community college leaders were communicating that they were having to provide remediation courses for many of the high schools graduates entering their programs. Working in collaboration with business and industry leaders, the Richmond County Public Schools and Richmond Community College identified several areas that needed improvement:

Students needed:

1. A stronger academic base in: (a) mathematics; (b) science, particularly in the fields related to student's chosen vocational area of interest; (c) communication skills; and (d) technology, specifically with computers.
2. To achieve competencies at grade level or above in all coursework.
3. To be held to higher expectations by staff members.

Components Necessary to Design and Implement Tech Prep


Students complete a higher-level academic course sequence.
Students complete a technical/vocational course sequence.
A greater percentage of high school graduates enter post-secondary institutions.
Evaluation of Components and Student Outcomes
Marketing of Tech Prep
Articulation of Course Structure
Leadership
Tech Prep
Leadership
Staff Development / Realignment
Course of Study/Curriculum Development
Guidance Redesign

Leadership and Marketing (Management Activities).

The leadership of Richmond County Schools, Richmond Community College, and local business and industry were critical in the development and implementation of the Tech Prep reform effort. Task forces and steering committees involving representatives of the public schools, the community college, and business and industry worked on the articulation of the K-14 curriculum, the development of an appropriate course of study, and the identification of staff development necessary to accomplish the implementation of Tech Prep.

Marketing of the Tech Prep concept to the community, parents, students, and business and industry began in 1987 with workshops and initial publicity. Course catalogs were distributed in early February to students in Grades 8 - 11. Brochures describing the Tech Prep Course of Study (Appendix A) were distributed to employers to distribute with employees' paychecks. Radio, newspaper, and billboard advertisements promoted Tech Prep in the community. This marketing campaign (See Appendices B and C for a calendar of marketing activities) continues on an annual basis, demonstrating how critical parents' attitudes toward education are to the educational leadership. It should also be noted that 57% of the population over 25 in Richmond County have less than a high school education. Thus, changing the community values about post-secondary education was recognized as a critical reform component.

Articulation of the K-14 Curriculum and Course of Study/Curriculum Development (Curriculum and Instructional Approach).

The Tech Prep design process involved:

1. Determining (with significant involvement of appropriate employers) the skills and competencies needed for completion of the associate degree programs.

2. Developing an overall course of study from Grade 9 through the second year of postsecondary education, eliminating overlaps and closing gaps.
3. Establishing sequential academic and technological prerequisites.
4. Determining advanced placement criteria for high school students who have mastered certain competencies. (James, 1991)

The curriculum articulation process was conducted early in the development of the Tech Prep concept and enhanced the cooperation between secondary and postsecondary institutions. Fourteen faculty committees compared secondary and postsecondary competencies in academic, vocational, and guidance areas to eliminate gaps in the curriculum and any duplication in content taught. These groups produced lists of recommendations regarding changes needed in course sequencing. Emphasis was placed on students: (a) mastering mathematics and scientific principles and concepts and being able to apply problem solving strategies to find solutions to real life problems, (b) obtaining greater communication skills, and (c) becoming computer literate. The articulation of courses at the secondary level with the community college resulted in the discontinuation of some high school vocational courses, the addition of new courses, and significant upgrading of other courses.

Academic prerequisites were reviewed, and more rigorous prerequisites were established for the Tech Prep course of study. Core academic courses include: Algebra I, Geometry, English (regular or precollege), Biology, Physical Science, Government and Economics, and U. S. History. Recognizing that some students could not master Algebra in a single school year, additional time was built into a course sequence designated Algebra IA and IB which allowed two years for a student to master Algebra I competencies. In addition to those core academic courses, Tech Prep students enroll in one of three career specialty clusters (engineering/ technology, health/human services, and business). Appendix D shows the academic and vocational/technical courses expected of students in these three clusters.

A comparison made between vocational/technical courses offered in 1985-86 to those offered in 1993-94 showed that since 1986 seven new courses or course sequences have been added and most other courses have been upgraded and refocused to include technology currently used in the workplace. Course modifications and subsequent enrollment that have resulted from the upgrading of vocational/technical courses are shown in Appendix E.

Guidance Redesign (Learner Activities/Materials).
The success of Tech Prep relies heavily upon a strong guidance component. Career development begins in the early grades and continues throughout the student's secondary career. Beginning in Grade 7, a career development planning folder is developed for all students which follows the student through the completion of secondary school. Career exploration is taught in Grades 7 and 8 to expose students to both the opportunities and skill requirements of various careers. Interest inventories and vocational aptitude assessments provide information to students in Grades 7 - 12. A summary of all activities now included in the guidance process for Grades 7 - 12 is included as Appendix F.

At the end of Grade 8 and continuing through the end of Grade 11, students are required to select a course of study: (1) College Prep, (2) Tech Prep (engineering technology, health/human services, or business), or (3) Occu Prep. A student's course of study commitment is reviewed yearly and requires parental approval. Changes to a course of study may be made with parental approval based on the student's career focus and/or mastery of basic skills. The annual course of study and course selection process was revised as a result of Tech Prep so that students would receive more and better guidance about course selection as it relates to career plans. The "before" and "after" course selection processes are shown in flow chart format in Appendices G and H.

The guidance component is critical to the success of Tech Prep. As one junior high school principal stated, "Counselors have a real understanding of Tech Prep. Without the counseling aspect, we are not going to get Tech Prep off the ground. . . [counseling] must start early in the seventh grade in career exploration; eighth grade, they develop a four-year plan." Another administrator commenting on the guidance activities that have resulted because of Tech Prep stated, "You've got to do a good job telling what Tech Prep is and how it fits into their [the student] future plans." The success of this guidance component can be seen by the changes in the course of study enrollment figures shown in Table 1. Thirty-six percent of the high school population enrolled in Tech Prep in 1993.

Table 1: A percentage comparison of 1986-87 and 1992-93 course of study enrollment

Course of Study	1986-87	1992-93
General Vocational	75%	27%
College Prep	25%	37%
Tech Prep	0%	36%

Staff Development/Realignment (Staff Activities and Staffing Patterns/Staff Development Activities).

Essential to the success of Tech Prep was that all staff members understood the Tech Prep concept. Staff development included inservice to all staff members on the structure and focus provided by the Tech Prep course of study as well as on the need for higher teacher expectations (mastery of core competencies) for students. Staff development activities focused on changing teacher attitudes, as well as learning new teaching methods. Staff members are regularly invited to attend the monthly Tech Prep Orientation sessions for site visitors hosted by the N.C. Tech Prep Leadership Development Center, Richmond County Schools, Richmond Community College, and the Richmond County-U.S. Department of Education National Dissemination Site.

In all cases, staffing of courses involved retraining or realignment of existing staff rather than the addition of new positions. Because of the need for more sections of some classes (such as the Algebra IA-IB sequence), there was a need to adjust staffing patterns to provide for extended learning time. Some of the less challenging course offerings were deleted as fewer students enrolled in those courses.

Because all staff members were involved in the career guidance of students, continuous communication and information had to be provided staff members relative to guidance activities. While no additional guidance counselors were allocated as a result of the Tech Prep Program, counselors and administrative staff at the senior high school were designated as proficient in either the Tech Prep or College Prep course-of- study requirements and served as lead guidance administrators for the staff.

Staff members were provided inservice training on the upgrading of teaching methodology to include the integration of academic and vocational activities. Two curriculum consultants added in 1990-91 work with staff members in strengthening the math and science curricula through inservice on teaching methodologies.

Business and industrial representatives along with secondary and post-secondary staff members serve on local business and industry advisory committees which allow for the continuous exposure of staff members to new technology, skill requirements, and real-world applications of course content. Vocational education staff members continue to upgrade course content and skills to reflect technological changes. Vocational instructors also attend workshops to keep abreast of changes in their particular area. The number of staff members attending such workshops and seminars has demonstrated the ongoing commitment to course improvement (161 and 109 attendees at various vocational/technical seminars in 1992 and 1993, respectively).

Evaluation (Monitoring and Evaluation Procedures).

Since the inception of the Tech Prep initiative, student enrollment and success has been monitored by school administrators. Improvements to the program are continuously made based on these and other data. State-mandated end-of-course tests, course-of-study enrollment, course completion, dropout rate, graduate intention survey and graduate follow-up data are used for evaluation. A brochure on these data is published yearly (Appendix I).

In 1993, Richmond County Schools was awarded funding through the U.S. Department of Education to improve the Richmond County Tech Prep model, nationally disseminate the model, and conduct a third-party evaluation of the model. This third-party evaluation includes both qualitative and quantitative methodology and will conclude in 1994. The evaluation data is discussed on a quarterly basis with an advisory team of all key players from both the public schools and community college.

Significance of Program Design as Compared to Similar Programs

The Tech Prep course of study parallels the traditional College Prep course of study. Tech Prep is designed to address the critical need for a better trained and educated workforce; it blends the need for students to have a strong academic background (math, science, communications) with technologically up-to-date vocational/technical courses. The Richmond County Tech Prep Program is unique in four aspects. Tech Prep:

1. Addresses a group of students heretofore left to design their own course of study for their high school years, the "neglected majority."
2. Combines a challenging academic course of study with a set of courses in a specialized vocational area, allowing students to make changes in career focus while maintaining strong academic courses.
3. Provides a coherent set of career guidance and counseling experiences for students.
4. Is developed collaboratively by representatives of the public schools, the community college, business and industry, government, and parents.

POTENTIAL FOR REPLICATION

Settings and Participants

Richmond County is a rural county with a population of 44,518 (1990 Census) in south central North Carolina, near the South Carolina border. The per-capita income for a resident of Richmond County is $9,841 compared to the state per-capita income of $12,885 (1990 Census). There are approximately 30 manufacturing facilities with workforces ranging from 15 to over 1,000 employees. Major industries include: textiles, clothing, paper, furniture, hosiery, and plastic products manufacturing; poultry processing; and metal working.

Of persons age 25 and older in Richmond County, 17 percent have less than a ninth grade education; 40 percent have less than a high school diploma (compared to 12.6 and 30 percent respectively for the state) (1990 Census). Richmond County Schools serves 8,106 students with 11 elementary (Grades K-6), 1 alternative (Grades

6-9), 4 junior high (Grades 7-9), and 1 senior high (Grades 10-12) school. The ethnic makeup of the student population reflects that of the county: 69 percent are Caucasian; 29 percent African American; and 2 percent Native American, Asian, or Hispanic (1990 Census).

Richmond Community College located in Richmond County serves over 550 full-time and 450 part-time students with approximately 20 curriculum areas. Sandhills Community College located in adjacent Moore County offers over 30 curriculum programs and serves approximately 1,700 full-time and 700 part-time students. Approximately 20 percent of Richmond Senior High School graduates attend Richmond Community College and 10 percent attend Sandhills Community College.

Replicable Components and Documentation

The Tech Prep initiative has demonstrated its replicability. In 1988, the North Carolina Rural Economic Development Center, Inc., awarded a grant to Richmond County Schools to replicate Tech Prep in four school districts in neighboring Anson, Moore, Montgomery, and Scotland Counties (Pee Dee Tech Prep Project). The high schools in these counties ranged in size from small (400+ students) to quite large (1,850+ students). The Pee Dee Project demonstrated that the Tech Prep concept could be successfully replicated.

Because of the success experienced by Richmond County and by the follow-up Pee Dee Project, the North Carolina State Board of Education and State Community College Board of Trustees adopted a policy requiring implementation of Tech Prep Programs in all North Carolina school districts by 1995. The North Carolina Department of Public Instruction and the North Carolina Department of Community Colleges allocated funds to be used to disseminate the concept of Tech Prep to school districts throughout the state.

The North Carolina Tech Prep Leadership Development Center was established in Richmond County in 1989 to assist North Carolina school districts in developing and implementing Tech Prep. Videotapes and various printed materials have been developed on the following topics: (a) a Tech Prep associate degree which describes the total model, (b) the Tech Prep student recruitment process, and (c) the Future is Now which speaks to school staff about the need for and impact of Tech Prep.

As more systems in North Carolina and across the nation became aware of the Richmond County Tech Prep Initiative, school administrators from other systems began requesting visits to Richmond County to learn about the Tech Prep model. Site visit requests became so numerous that a formal monthly, one-day orientation session on the Richmond County Tech Prep model was developed. Over 6,000 visitors have attended these orientations. In addition, the N.C. Tech Prep Leadership Development Center coordinates and hosts an annual State Tech Prep Conference now held in North Carolina with more than 3,500 participants from other states. Technical assistance to local sites has been provided to more than 750 sites. Recognizing the leadership of Richmond County, the U.S. Department of Education in 1993 awarded a grant to maintain and improve the Richmond County Tech Prep model, nationally disseminate the model, and conduct a third-party evaluation of the model and dissemination practices.

In their dissemination work, Richmond County staff discuss the following components:

Components of Tech Prep Initiative

Leadership
- Establish steering committees, curriculum/articulation review committees, business and industry advisory council.

Articulation of Course Structure
- Articulate secondary courses with postsecondary institutions.
- Upgrade vocational courses and equipment to reflect new/emerging technologies.
- Develop new courses, Principles of Technology, Algebra IA & IB, Food Science, to respond to student needs in math and science.

Course of Study/ Curriculum Dev.
- Design Tech Prep course of study to parallel College Prep course of study including stronger academic requirements.

Guidance Redesign
- Revise course selection process Grades 7-11.
- Increase career exploration for Grades K-12.
- Increase emphasis on student counseling and guidance in Grades K-12 and have all students establish goals and plans to meet goals.

Staff Development/Realignment
- Provide staff development on: Tech Prep concept, methodologies for integration of academic and vocational courses, instructional methods.
- Reassign some staff due to some course changes.

Marketing
- Promote Tech Prep to community, staff, students, and parents.

Evaluation
- Develop indicators to monitor success; i.e., course enrollment, end-of-course test participation and scores, graduate intention and follow-up surveys, student and teacher surveys.

User Requirements

The minimum requirements to implement a Tech Prep initiative in a school district are more in terms of attitude and commitment than in resources and staff. It is absolutely essential that the program be endorsed by the public schools, the postsecondary institution, and business and industry. Time and resources must be provided for curriculum articulation, course of study and curriculum improvement/development, staff development, guidance redesign, marketing the program, and monitoring and data collection for evaluation.

Costs

Some funding is needed for staff development, guidance redesign for Grades K-12, marketing, and upgrading vocational/technical courses and programs to reflect new technologies, including incorporation of computer-assisted learning in coursework.

It is very difficult to compute the costs to implement a Tech Prep Program because each school district will vary in terms of staff readiness and availability of sophisticated vocational/technical programs and courses. In areas with one community college and one school district, it is recommended that at least $15,000 be allocated for planning activities, staff development, and marketing. In larger areas with multiple school districts and one or more postsecondary institution, the costs will be greater.

It is the belief of the developers of the Richmond County Tech Prep Program that the success of the program depends upon the commitment and dedication of those already part of the school system and postsecondary institution. For that reason, hiring additional staff is not recommended. Such a position might be considered if the effort represents a consortium of several school systems and postsecondary institution(s).

EVIDENCE

A review of the demographics of Richmond County (e.g., 57% of the population over 25 has less than a high school education) clearly demonstrates that "if Richmond County is to prosper ten, twenty, thirty years into the future, its work force will have to be far better trained and educated than it is today" (MDC, Inc., 1986, pp. 16-17). The Tech Prep initiative responded to this critical need. In making the case for the success of this initiative, we present four claims. By designing a course of study (Tech Prep), strengthening guidance activities, and marketing the importance of a post-secondary degree to the community, Richmond County Schools were successful in moving roughly 40% of the high school population from a watered down, basic, non-focused general vocational course of study to a rigorous academic and technical course of study. 1) In the first claim, we show that after the implementation of Tech Prep, vocational students are completing more higher-level academic courses in math, science, and English than prior to Tech Prep. 2) Not only are more students completing courses like Algebra I and II, but achievement score levels have been maintained without any significant decrement. 3) In addition, although students have been pushed to take higher-level courses, these higher standards have not resulted in more students dropping out of high school. In fact, the drop-out rate has declined. 4) Finally, even though Richmond County tends to fall below the state average on most socioeconomic and achievement test indicators, a survey of the post-graduation status of vocational completers shows that over the last three years, Richmond County graduates reported attending post-secondary institutions at a higher rate than the state average.

1. CLAIM TYPE 3: Improvements in Students' Attitudes and Behaviors.

Since the implementation of the Tech Prep course of study, vocational students are completing higher-level academic courses in math, science, and English.

Description of Methodology

Design. The course taking behavior of two Richmond High senior classes, one prior to Tech Prep (1986) and one several years after the first students were enrolled in Tech Prep (1992), were compared to determine if more vocational students were taking higher-level math, science, and English courses.

Sample. A simple random sample of student transcripts was drawn from the population of all students graduating in 1986 and 1992 such that the proportion of seniors having taken a course could be estimated with 95% confidence. The population size of vocational students in 1986 was 382 with 168 transcripts drawn. The population size of vocational students in 1992 was 288 with 125 transcripts drawn. The Tech Prep comparison group shown in 1992 represents 46% of all vocational students. The remainder of the vocational students were in an Occu Prep track (students with no interest in a two-year postsecondary degree).

Instruments and Procedures. Using a numbered list of seniors for each class, students were randomly selected using a random numbers table. Transcripts for those students were pulled and copied. Course and course of study data from each transcript were coded and entered in a database.

Description of Results. The comparison (Table 1) of 1986 vocational to 1992 Tech Prep seniors shows significant differences in course-taking patterns. Ninety-eight percent of the 1992 Tech Prep graduates had taken Algebra I compared with 58% of the 1986 seniors ($p < .0005$). The percentage of vocational graduates who took Geometry in 1986 was 34% compared with 53% of 1992 Tech Prep seniors. The data for Algebra II show a significant change in the percentage of Tech Prep seniors taking Algebra II compared with 1986 vocational seniors, 44% to 12% ($p < .0001$). Table 1 also gives the percentage of 1992 Tech Prep graduates taking an applied physics course, Principles of Technology, and an applied math course, Informal Geometry (geometry without proofs), that were developed to provide more math and science opportunities for vocational students relevant to their career choices. Thirty percent of the Tech Prep seniors took Principles of Technology and 28% took Informal Geometry.

Table 1: A percentage comparison of 1986 and 1992 vocational Richmond Senior High seniors taking higher level math and science courses

	1986		1992	
	Vocational	**Tech Prep**	**Occu Prep**	**Total**
Algebra I	58%	98%	60%	78%
Geometry	34%	53%	19%	36%
Informal Geometry	---	28%	13%	20%
Algebra II	12%	44%	12%	26%
Chemistry	16%	25%	16%	20%
Principles of Technology	---	30%	1%	14%

Table 2 compares the percentages of 1986 vocational and 1992 Tech Prep seniors taking Regular or Pre-College English IV. This analysis shows that a significantly greater percentage of 1992 Tech Prep graduates took Regular or Pre-College English IV than did 1986 vocational graduates, 92% to 36% ($p < .0001$). Those students not taking Regular or Pre-College English take Basic English (a below grade level course sequence).

Table 2: A percentage comparison of 1986 and 1992 vocational Richmond Senior High seniors taking Regular or Pre-College English IV

	1986		1992	
	Vocational	**Tech Prep**	**Occu Prep**	**Total**
Average Percentage Taking Regular or Pre-College English IV	36%	92%	61%	77%

2. CLAIM TYPE 1: Academic Achievement - Changes in Knowledge and Skills.

Since implementation of the Tech Prep course of study, student participation has increased in Algebra I and II with no concomitant decrease in student achievement in these subjects. In fact, the average school score on the state mandated End-of-Course Algebra I test has increased slightly and only a slight decrease in mean score on the Algebra II test has occurred.

Description of Methodology

Design. Richmond County participation rates and average scores for the End-of-Course Algebra I and II tests were compared to state participation rates and average scores.

Sample. Test results and participation rates are published annually in the *Report of Student Performance*. Data from this publication were compiled for the school years 1986 to 1992. Participation rates for North Carolina End-of-Course tests are calculated by dividing the number of students taking the test by the total number in the class at which level the course is typically taken. Thus, it is an estimate of the percentage of a cohort of students who take a particular course.

Instruments and Procedures. The North Carolina Department of Public Instruction (DPI) administers a required End-of Course test to high school students completing certain courses. These tests were developed based on the *North Carolina Standard Course of Study*. The reliability and validity of the tests are documented by the Research and Testing Division of the DPI. The tests are administered each spring by classroom teachers who are trained in standardized test procedures by local test coordinators.

Description of Results. Although the most important comparison for Richmond County is the baseline (1986) data on vocational students compared to subsequent years, we offer Richmond County's End-of-Course data in comparison to the state average (Table 3) as validation of the transcript data analysis. It should be noted that Richmond County is below state averages on most socioeconomic indicators.

Table 3: Algebra I and Algebra II Participation and Score Comparisons between Richmond County and the State

	Algebra I					
	Prior to Tech Prep 1987	1988	1989	1990	1991	1992
Richmond County						
# tested	**387**	501	506	473	431	413
% of class	**54**	76	73	74	71	72
Average score	**36**	36	35	37	38	38
State						
% of class	**69**	71	73	72	77	81
Average score	**39**	39	40	41	41	40

	Algebra II					
	1987	1988	1989	1990	1991	1992
Richmond County						
# tested	**162**	255	161	224	226	255
% of class	**23**	37	23	35	37	45
Average score	**36**	30	33	33	35	33
State						
% of class	**39**	40	40	42	44	46
Average score	**38**	36	38	37	39	38

Students were first registered for the Tech Prep course of study in the spring of 1987 for the 1987-88 school year. Thus, the 1987 data represents the baseline comparison. Algebra I participation increased from 387 to 501 students from 1987 to 1988. Algebra II participation increased from 162 to 255 students. These increases of 22% and 14% stand out when compared to state increases of 2% and 1%. It should also be noted that although the absolute numbers of students taking Algebra I have decreased since 1989, the percentages have not. This result is due to a decrease in the total school population of Richmond County.

While participation in Algebra I and Algebra II End-of-Course tests has increased, student achievement on these tests remained stable. For example, in Algebra I, when 54% of the class participated, the average score was 36. In 1992, when the participation rate was at 72%, the average score was 38. In Algebra II, when 23% of the class participated, the average score was 36. In 1992, when the participation rate was 45%, the average score was 33, only three points lower. The data clearly demonstrate that increased numbers of vocational students can master academic subjects that they were not previously taking.

3. CLAIM TYPE 3: Improvements in Students' Attitudes and Behaviors.

Although the course of study has been upgraded for roughly one-third of the high school enrollment (those students enrolled in the Tech Prep course of study), there has been no increase in the drop-out rate. In fact, the drop-out rate has declined.

Description of Methodology

Design/sample/instruments and procedures/data analysis. The drop-out figures for grades 9-12 were obtained for the school years shown from Richmond County Schools' Principal's Monthly Reports. These figures are also consistent with those reported in the North Carolina Public Schools Statistical Profile.

Description of Results. For the initial three years of the Tech Prep program (1988-1990), the drop-out rate stayed at levels comparable to pre-Tech Prep levels (Table 4). Thus, in these initial years, the higher expectations for the middle majority operationalized by the Tech Prep course of study did not negatively affect the school's holding power. It should also be noted that Tech Prep initially enrolled students at the tenth grade level. Ninth graders were not asked to commit to a course of study until 1989-90. Sizable decreases in the number of drop-outs have been registered in 1991, 1992, and 1993 subsequent to the ninth grade enrollment effort.

Table 4: Number and Percentage of Richmond County Grades 9-12 Drop-outs from 1985 through 1993

	School Year	**Number of Drop-outs**	**Total School Enrollment**	**Percent**
Prior to Tech Prep	*1985-86*	189	2621	7.2
	1986-87	181	2603	7.0
Enrolled 10th Graders	*1987-88*	171	2625	6.5
	1988-89	200	2631	7.6
Enrolled 9th Graders	*1989-90*	173	2544	6.8
	1990-91	133	2440	5.5
	1991-92	68	2305	3.0
	1992-93	56	2205	2.5

4. CLAIM TYPE 3: Improvements in Students' Attitudes and Behaviors.

Richmond High vocational students are reporting attending post-secondary institutions at a higher level than the state average.

Description of Methodology

Design. The status of Richmond Senior High vocational completers was compared to the status of vocational completers in the state.

Sample. The North Carolina Department of Public Instruction requires that each district conduct a follow-up of vocational completers after graduation. A vocational completer is defined as a student who completes the highest course in a vocational sequence, for example, a student who took Computerized Accounting I and II. Districts must obtain at least a 75% response rate to be reported by the state.

Instruments and Procedures. Data were obtained from the North Carolina Department of Public Instruction's **Secondary Vocational Education Completer Follow-up** survey. This survey is conducted annually by each school district. Graduates who were vocational completers are contacted in the fall following their graduation and asked for their work/education status.

Data Analysis. The responses to the item asking about current work/education status are shown in Table 5 for Richmond County and for the state. The numbers in the table represent the percent of respondents who indicated each status category listed. The percents represent a three year average (1990, 1991, 1992).

Description of Results. Although no baseline data (prior to Tech Prep) is available, Richmond County compares favorably with the state average (Table 5). As can be seen, Richmond County is below the state averages on socioeconomic characteristics. However, over the 1990-1992 three year period an average of 55% of Richmond High School respondents to the vocational completer survey have indicated that they are attending post-secondary institutions, which is higher than the state average of 51%. An average of 29% of the Richmond High School respondents indicated receiving no further education, which is lower than the state average of 34%.

Table 5: A percentage breakdown of vocational completers' current educational status, by district and school year

	Richmond	**State**
Percent of population over 25 with less than a high school education	57%	43%
Average per capita income	$ 9,841	$12,885
Vocational Completers Education Status 1990-1992		
Attending post-secondary institutions	55%	51%
Business/Military on-the-job training	16%	15%
Receiving no further education	29%	34%

E. Interpretation and Discussion of Results

1. Relationship Between Effect and Treatment

The data presented in the claims show that: 1) the course-taking patterns of the middle majority have changed significantly in math, science, and English; 2) participation rates in Algebra I and II have increased at a rate much higher than the state average with no concomitant decrease in tests scores; 3) although the course of study for the middle majority has been upgraded, there has been no increase in the drop-out rate; in fact, it has declined; 4) although the county is below the state average on educational characteristics, (57% of the over 25 population in Richmond County has less than a high school degree compared to a state average of 43%) follow-up data on seniors shows that over a three year period, Richmond County has a higher percentage of vocational (non-college prep) graduates in post-secondary institutions than the state average.

It is clear that Richmond County effected change in their school system (course of study articulation and guidance in particular). The result of these changes were changes in student course-taking behaviors. Entry into post-secondary institutions results from a complex interplay of family values, financial capabilities, attitudes toward school, perceived ability, confidence, success in courses, types of guidance received, and expectations of teachers. Although demonstrating changes in this behavior is difficult, the Richmond County statistics suggest a pattern of exceeding the state average.

Richmond County leadership works toward the continuous improvement of the skills of the middle majority. They are vigilant in their monitoring of the progress of this formerly forgotten group of students. They are not there yet. They hold the lofty goal of encouraging 85% of their students to attend post-secondary education. Attaining this goal will not be easy and may take years of continual prodding of the system. But they have started a reform for the middle majority that deserves dissemination. They have accomplished a significant amount of structural change and have been successful at articulating the components of this change process to many other school districts throughout the state and nation. Their ability to articulate these components and report their data (see Appendix I) puts them in the forefront of the Tech Prep reform movement.

2. Control of rival hypotheses

Trends at the state and national level are toward increased course taking in academic subjects due to tougher graduation requirements (Angus and Mirel, 1993). Thus, it is possible that some of the academic course-taking changes described would have happened without Tech Prep.

However, Richmond County led the trend in North Carolina. They proved to the state by the jump in their Algebra I participation rate from 54% to 76% with no change in the average test score that many more students could succeed (see Table 3). The State Board of Education subsequently made Algebra I a graduation requirement in 1991-92.

What is unique about the Tech Prep program is that it combines increased academic course-taking with a more focused and technical vocational course sequence in business, health, or engineering and a more focused guidance and marketing campaign that gets students and their parents thinking about future plans earlier. Choosing a course of study forces students to think about their career options. Increases in course enrollments due to stricter state graduation requirements is not the same as bringing the weight of the system through course articulation, guidance, marketing, and staff development down on the middle majority to more effectively guide them to successful career opportunities.

The increasing percentages of students taking higher level academic courses could be attributed to attrition. That is, if the more rigorous course of study is causing more students of lower ability to drop-out, then the student body remaining is a more select population and the course-taking percentages might increase as a result. However, the reported drop-out rate in Richmond County has decreased from 7.2 percent in 1986 to 2.5 percent in 1993. Thus, a higher attrition rate of lower ability students could not have caused the changes noted.

F. Educational Significance of Results

1. Relationship of Results to Needs

The Tech Prep initiative was designed to meet the needs of the middle majority of high school students who had previously meandered through high school with little thought of whether or not they were adequately preparing themselves for the future. This population consisted of those students who were not planning to go to a four year college or university. The behaviors of this middle majority have clearly changed. They are taking more math (Algebra I, Geometry, and Algebra II), more applied science (Principles of Technology), more chemistry and higher level English than general vocational students (Occu Prep). They are completing rigorous vocational sequences in business, health, and engineering/technology.

Tech Prep graduates are those who will likely stay in the community. Currently, in Richmond County (1990 census) a majority (57%) of the population over 25 have less than a high school education. Follow-up survey data show that the majority of Richmond High School graduates (65% in 1991) are now attending post-secondary institutions (four year and community colleges). The impact on the economic vitality of the community of this increase in the skills of the workforce feeding into the 30 manufacturing, health, and business workplaces will be significant.

2. Comparison of Results to Results from Other Programs

Through state funding for the North Carolina Tech Prep Leadership Development Center housed at Richmond Community College, Richmond County has disseminated the Tech Prep concept widely and effectively throughout the state. In fact, implementation of a Tech Prep course of study is now a state requirement. Thus, Tech Prep initiatives are flourishing much to the credit of Richmond County. However, very few programs have been working on this concept as long and as single-mindedly as the Richmond County leadership team. Thus, it is unlikely that there are any Tech Prep programs in North Carolina or in the country that have the degree of historical understanding of what this kind of change involves and the data to document the changes made that Richmond County has.

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APPENDICES

A: Tech Prep - A course of study for a brighter future (brochure)

B: Calendar of Events (Marketing/Guidance Activities)

C: Expansion of Sample Calendar of Events

D: Richmond County Schools - Richmond Community College Suggested Tech Prep Course of Study

E: Effect of Tech Prep on Vocational Course Offerings

F: Career Guidance - Grades 7-14

G: Commitment Process - Grades 8-11 Prior to Implementation of Tech Prep Program

H: Commitment Process - Grades 8-11 Post Implementation of Tech Prep Program

I: The Future is Now - 1986-92 Tech Prep Results (brochure)

WHAT IS TECH PREP?

The TECH PREP (Technical Preparation) program is a course of study designed to meet the need for high school graduates to have more technically oriented educational backgrounds. Through a blending of higher level academic and vocational courses, TECH PREP prepares students for the advanced courses required by two-year technical and community college programs.

There are three major program areas in TECH PREP: Engineering (Industrial, Mechanical, and Electrical), Business, and Health/Human Services. Each area requires students to take Algebra I & II, Geometry, Regular or Pre-College English, General or Pre-College Biology, Physical Science, Government and Economics, and United States History.

Students enrolled in each area of the TECH PREP program prepare the rest of their course schedules according to state requirements and individual career goals.

All students interested in opening their own businesses are encouraged to take ENTREPRENEURSHIP during their senior year.

FROM RSHS TO RCC

ENGINEERING COURSE SUGGESTIONS

(Industrial, Mechanical, and Electrical)

Principles of Technology I & II, Drafting I, II, Electronics I, II, or Metals Manufacturing I & II.

This course of study prepares graduates to enter Richmond Community College's Electronics Engineering Technology, Mechanical Engineering Technology, Industrial Maintenance, Electrical Installation and Maintenance, Machinist, Architectural Drafting, Vending Machine Maintenance, and Electronic Servicing programs.

BUSINESS COURSE SUGGESTIONS

Keyboarding/Typing, Advanced Typing/Wordprocessing, Computerized Accounting I & II, Business Math, Shorthand/Speedwriting I & II, Administrative Support Occupations I & II, Business Data Processing I & II, Business Law, Marketing, Fashion Merchandising, Marketing and Merchandising.

The Business component prepares graduates to enter RCC's Accounting, Business Administration, Business Computer Programming, General Office Technical Specialty, and Secretarial/Executive programs.

HEALTH/HUMAN SERVICES COURSE SUGGESTIONS

Health Occupations I & II, Living Technology, Parenting and Child Development, Foods and Nutrition, Interior Design and Housing, Commercial Foods, Child Care Services, Regular or Pre-College Psychology/Sociology, General or Pre-College Chemistry, Latin I & II, Food Science Anatomy/Physiology, Cosmetology, Advanced Typing/Wordprocessing.

Graduates are prepared to enter RCC's Associate Degree Nursing, Practical Nursing, Criminal Justice and Human Services Technology programs.

OTHER OPTIONS

Guidance counselors will help students interested in other career fields prepare their schedules. Course schedules leading to careers in everything from Child Care Center Operator to Cabinet Maker have been developed. A listing of community colleges offering related coursework will be provided.

Appendix A

Tech Prep - A Course of Study for a Brighter Future (brochure)

Appendix B

RICHMOND COUNTY SCHOOLS
Calendar of Events
1992 - 1993

1/12/93

Date	Activity	Person Responsible
Nov. 30	Review calendar of events	Planning Committee
Oct. 5 - Nov. 30	Update Curriculum Catalog	RSHS Department
Dec. 1 - Dec. 18	Print Catalogs	J. Frye, Graphics Students
Dec. 1 - Dec. 11	Administer DAT Test to 9th Graders	Counselors
Jan. 19	Registrars, Jr. & Sr. Counselors Meeting 1:00 at RSHS	R. Robertson, B. Carnes Counselors, Principals
Jan. 19	PC, TP, OP Orientation, RSHS Faculty 3:15	R. Robertson, D. James
Jan. 25	Issue Curriculum Catalogs	H.R. Teachers
Jan. 26	RSHS TP Orientation 9:30 - 10th Graders 10:30 - 11th Graders	Business/Industry Team D. James, J. Grimsley M. Webb, D. Honeycutt
Jan. 27	Teacher Orientation (PC, TP, OP Curriculum) Ellerbe & R'ham Jr. at R'ham Jr. - 3:30	M. Webb, D. James J. Langley, B. McRae E. Peterson
Jan. 28	Teacher Orientation (PC, TP, OP Curriculum) Hamlet & Rohanen Jr. at Hamlet Jr. - 3:30	D. James, M. Webb R. Beck, J. Richardson B. McRae
Jan. 27 -28	9th Tours and TP Orientation at RSHS 9:00 - 11:00 (1/27 - Rohanen & Hamlet) (1/28 - Rockingham & Ellerbe)	J. Ethridge, M. Webb Bus./Ind. Team (9:00) D. James, J. Grimsley, D. Honeycutt
Jan. 29	7th & 8th grade TP Orientation at 4 Junior Highs (schedule to follow)	Bus./Ind. Team, M. Webb D. Honeycutt, D. James, J. Grimsley
Jan. 25 - Jan. 29	DAT Results to Students	Counselors
Feb. 1-15	Radio Spots, TP Tapes on Channel One, Cablevision Spots Newspaper Ads, Billboard Advertisement	M. Webb, J. Grimsley R. Robertson B. Jones
Feb. 8	Issue Course of Study Committment Forms Grades 9-11	Counselors, H.R. Teacher
Feb. 12	Collect Course of Study Committment Forms (grades 9-11) Issue Registration Cards (grades 9-11)	Counselors Homeroom Teachers
Feb. 5-15	Business/Industry Luncheon or Breakfast	RC College
Feb. 15 - Mar. 31	Registration (grades 9 - 11)	Counselors, Registrars Homeroom Teachers
April 1 - April 21	Registration Cards Checked	B. Carnes, Registrars
April 22 - May 14	Prepare Student Schedules	B. Carnes, S. Adcock
May 17	Issue Class Schedules for 1993-94	RSHS

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Appendix C

Expansion of Sample Calendar of Events

November 30 - Review Calendar of Events

Person(s) Responsible:

Superintendent, Richmond County Schools
President, Richmond Community College
Vice President for Academic Affairs, Richmond Community College
Vice President for Instruction, Richmond Community College
Vocational Education Director, Richmond County Schools
Principal, Richmond Senior High School
Principals (4), Richmond junior high schools

Activity:

Planning the marketing and guidance process for the year; review dates for the year; and revise strategies from the previous year.

October 5 - November 30 - Update Curriculum Catalog

Person(s) Responsible:

Curriculum Departments

Activity:

Richmond Senior High School curriculum departments review curriculum offerings and update catalog to include new courses and delete courses no longer offered.

December 1 - 18 - Print Catalogs

Person(s) Responsible:

Graphics Communications Department

Activity:

Graphics students print curriculum catalogs for the following school year registration.

December 1-11 - Administer DAT Test to 9th Graders

Person(s) Responsible:

Junior high school counselors

Activity:

Junior high school counselors administer the Differential Aptitude Test (DAT) to all 9th grade students. Results of the DAT are used to help students determine individual strengths and weaknesses and better consider educational programs and occupations.

January 19 - Registrars, Junior and Senior Counselors Meeting

Person(s) Responsible:

Principal, Richmond Senior High School
Assistant Principal, Richmond Senior High School (in charge of registration)
Junior and senior high school counselors
.Principals

Activity:

Information about registration reviewed: commitment forms, choosing a course of study, new courses, deleted courses, changes, and graduation requirements.

January 19 - Pre College, Tech Prep, Occu Prep Orientation, Richmond Senior High School Faculty

Person(s) Responsible:

Superintendent, Richmond County Schools
Principal, Richmond Senior High School

Activity:

Overview of registration; i.e., materials to be used, curriculum catalog; update for all Richmond Senior High School faculty.

Appendix C

Expansion of Sample Calendar of Events

January 25 - Issue Curriculum Catalogs

Person(s) Responsible:

Homeroom teachers

Activity:

Curriculum catalogs issued to 8th-11th grade students.

January 26 - Richmond Senior High School Tech Prep Orientation

Person(s) Responsible:

Superintendent, Richmond County Schools
President, Richmond Community College
Vice President for Academic Affairs, Richmond Community College
Vocational Education Director, Richmond County Schools
Principal, Richmond Senior High School
Business and industry representatives
Former students

Activity:

Business and industry representatives and former students speak to senior high school 10th-11th grade students regarding importance of the higher level courses and tech prep.

January 27-28 Junior High School Teacher Orientation (Pre College, Tech Prep, Occu Prep Curriculum)

Person(s) Responsible:

Superintendent, Richmond County Schools
Vocational Education Director, Richmond County Schools
Assistant Superintendent for Curriculum, Richmond County Schools
Junior high school principals

Activity:

Overview of registration; i.e., materials to be used, curriculum catalog; update for all junior high school faculty.

January 27-28 - 9th Grade Tours and Tech Prep Orientation at Richmond Senior High School

Person(s) Responsible:

Superintendent, Richmond County Schools
President, Richmond Community College
Vice President for Academic Affairs, Richmond Community College
Vocational Education Director, Richmond County Schools
Vocational Support Services, Richmond County Schools
Business and industry representatives

Activity:

Orientation for all 9th grade students; review course of study and commitment process; tour of high school.

January 29 - 7th and 8th Grade Tech Prep Orientation at Four Junior High Schools)

Person(s) Responsible:

Superintendent, Richmond County Schools
President, Richmond Community College
Vice President for Academic Affairs, Richmond Community College
Vocational Education Director, Richmond County Schools
Business and industry representatives

Activity:

Career awareness for all 7th and 8th grade students.

Appendix C

Expansion of Sample Calendar of Events

January 25-29 - DAT Results to Students

Person(s) Responsible:

Junior high school counselors

Activity:

Ninth grade junior high school students provided DAT results.

February 1 - 15 - Radio Spots, Tech Prep Tapes on Channel One, Cablevision Spots, Newspaper Ads, Billboard Advertisement

Person(s) Responsible:

President, Richmond Community College
Vocational Education Director, Richmond County Schools
Principal, Richmond Senior High School
School/Community Services Director

Activity:

Marketing tech prep program to students and community.

February 8 - Issue Course of Study Commitment Forms Grades 9-11

Person(s) Responsible:

Homeroom teachers
Counselors

Activity:

Students (grades 8-11) provided course of study commitment forms, curriculum guide, and career planner.

February 12 - Collect Course of Study Commitment Forms, Issue Registration Cards (Grades 9-11)

Person(s) Responsible:

Homeroom teachers
Counselors

Activity:

Students (grades 8-11) return course of study commitment forms with parent signature to homeroom teacher/counselors; registration cards issued students.

February 5 - 15 - Business/Industry Luncheon or Breakfast

Person(s) Responsible:

Richmond Community College

Activity:

Business/Industry luncheon or breakfast to receive tech prep brochures which are forwarded to parents with paychecks and through employee conferences.

February 15 - March 31 - Registration (grades 9 - 11)

Person(s) Responsible:

Counselors
Registrars
Homeroom Teachers

Activity:

Students (grades 8-11) complete registration form; counselors, registrars, homeroom teachers, and teachers assist students in selection of courses. Approval must be received from teachers for students to register for course(s).

Appendix C

Expansion of Sample Calendar of Events

April 1 - 21 - Registration Cards Checked

Person(s) Responsible:

Assistant Principal, Richmond Senior High School
Registrars

Activity:

Registration cards reviewed by registrars; prerequisites verified; course of study and course selections monitored.

April 22 - May 14 - Prepare Student Schedules

Person(s) Responsible:

Assistant Principal, Richmond Senior High School
SIMS Coordinator

Activity:

Student class schedules for following school year prepared by lead registrars at senior high school and junior high schools.

May 17 - Issue Class Schedules for 1993-1994

Person(s) Responsible:

Assistant Principal, Richmond Senior High School

Activity:

Class schedules for following school year issued to students. Changes to schedule may be made from May through August. In extenuating circumstances, changes to schedule may be made after school year begins in fall.

Richmond County Schools - Richmond Community College
Suggested Tech Prep Course of Study

1993-1994

Reg - Regular
CP - College Prep
*Vocational/Technical

GRADE	ENGINEERING (industrial, mechanical, electrical)	HEALTH / HUMAN SERVICES	BUSINESS
9	Reg /CP English Algebra I/IA Government and Economics Health and Physical Education Physical Science/Arts Education Technology Education *Introduction to Agriscience *(Rockingham Junior Only)	Reg /CP English Algebra I/IA Government and Economics Health and Physical Education Physical Science/Arts Education *Living Technology	Reg /CP English Algebra I/IA Government and Economics Health and Physical Education Physical Science/Arts Education *Keyboarding
10	Reg /CP English Algebra I/IB, Geometry Informal Geometry Reg. /CP Biology *Principles of Technology I *Horticulture I *Introduction to Engineering Technology *Introduction to Manufacturing Technology *Textile Technology I *Introduction to Construction Technology	Reg /CP English Algebra I/IB, Geometry, Informal Geometry Reg /CP Biology Reg /CP Psychology/Sociology *Biomedical Technology/Health Team Relations *Clothing and Textiles *Parenting and Child Development *Interior Design and Housing *Foods and Nutrition *Cosmetology I *Food Science	Reg /CP English Algebra I/IB, Geometry, Informal Geometry Reg /CP Biology *Computerized Accounting I *Advanced Keyboarding/Document Processing *Business Math *Fashion Merchandising *Keyboarding *Marketing *Shorthand/Speedwriting I Pre-Computer Programming
11	Reg /CP English Geometry, Algebra I/IB, Informal Geometry United States History - Reg /CP *Principles of Technology I/II *Auto Technology I *Carpentry I *Ind. Coop. Training I *Metals Technology I *Graphics I *Technical Drafting I *Textile Technology I, II *Electronics I *Masonry I *Horticulture II	Reg /CP English Anatomy/Physiology Geometry, Algebra, I/IB, Informal Geometry United States History - Reg /CP Reg /CP Chemistry *Allied Health I/Medical Science I *Clothing and Textiles *Foods and Nutrition *Parenting and Child Development *Interior Design and Housing *Child Care Services I *Food Production and Management I *Home Economics Cooperative Ed. I *Cosmetology II *Food Science	Reg /CP English Geometry, Algebra I/IB, Business Math, Informal Geometry United States History - Reg /CP Science Elective (If Physical Science is not taken) *Office Technology and Procedures I *Shorthand/Speedwriting I, II *Advanced Keyboarding/Document Processing II *Business Computer Programming *Business Law Business Math *Computerized Accounting I, II *Marketing *Marketing Management *Fashion Merchandising *Graphics I Pre-Computer Programming Computer Programming I
12	Reg /CP English Geometry, Algebra II *Principles of Technology I/II *Entrepreneurship *Agriculture Cooperative Ed *Auto Technology II *Electronics II *Technical Drafting II *Ind. Coop. Training I, II *Metals Technology II *Masonry II *Textile Technology I, II, III *Graphics II *Carpentry II *Horticulture II, III	Reg /CP English Geometry, Algebra II, Informal Geometry Anatomy and Physiology *Entrepreneurship *Allied Health II/Medical Science II *Clothing and Textiles *Foods and Nutrition *Interior Design and Housing *Parenting and Child Development *Child Care Services II *Food Production and Management II *Cosmetology III *Home Economics Cooperative Ed. II *Food Science	Reg /CP English Geometry, Algebra II, Business Math, Informal Geometry *Entrepreneurship *Office Technology and Procedures II *Advanced Keyboarding/Document Processing II *Applied Communications *Business Computer Programming I, II *Business Law *Business Math *Computerized Accounting I, II *Fashion Merchandising *Marketing *Marketing Management *Shorthand/Speedwriting I, II *Graphics II Computer Programming I, II
13	Electrical Installation Industrial Electronics Industrial Maintenance Machinist Industrial Production-Operations	Practical Nursing Education (LPN)	
14	Electronic Engineering Technology Mechanical Engineering Technology	Associate Degree Nursing (RN) Criminal Justice Human Services Technology	Accounting Business Administration Microcomputer System Technology Administrative Office Technology

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Appendix E: Effect of Tech Prep on Course Offerings

Vocational/Technical Courses

Engineering (industrial, mechanical, electrical)

Course/Enrollment 1985-86		Course/Enrollment 1993-94	
Exploratory Ind. Arts. (Jr. High)	241	Technical Education (Jr. High)	170
Intro. to Trade and Industry	132	Intro. to Trade and Industry	65
Principles of Technology (pilot course)	16	•Principles of Technology I	54
		•Principles of Technology II	17
		Engineering Technology	72
		Manufacturing Technology	13
		Construction Technology	33
Electronics I	--	Electronics I	16
Electronics II	15	Electronics II	11
Electronics III	8		
Drafting I	--	Technical Drafting I	24
Drafting II	18	Technical Drafting II	19
Drafting III	9		
Graphics I	--		
Graphics II	18	Graphics Communications I	20
Graphics III	10	Graphics Communications II	11
Machine Shop I	12	Metals Technology I	15
Machine Shop II	7	Metals Technology II	9
Auto Mechanics I	--	Auto Servicing	20
Auto Mechanics II	30	Auto Technology I	16
Auto Mechanics III	15	Auto Technology II	10
Textiles I	22	Textile Technology I	21
Textiles II	10	Textile Technology II	16
Textiles III	7		

Health/Human Services

Course/Enrollment 1985-86		Course/Enrollment 1993-94	
Cosmetology I	--	Cosmetology I	27
Cosmetology II	19	Cosmetology II	16
Cosmetology III	12	Cosmetology III	10
		•Living Technology	60
		•Food Science	15
Food Service I	25	Food Prod. and Mgmt. I	11
Adv. Food & Nutrition	76	Food Prod. and Mgmt. II	7
Intro. Health Occupation	19	Allied Health Sciences I	41
Health Occupations I	50	Allied Health Sciences II	18
Health Occupations II	15	•Medical Sciences I	33
		•Medical Sciences II	--
		Biomedical Technology/ Health Team Relations	87

Business

Course/Enrollment 1985-86		Course/Enrollment 1993-94	
Accounting I	155	Computerized Accounting I	88
Accounting II	38	Computerized Accounting II	22
Typing I (Jr. & Sr. High)	496	Keyboarding (Jr. & Sr. High)	436
Typling II (Sr. High)	88	Advanced Keyboarding/ Document Processing (Sr. High)	20
Business Data Processing I	77	Business Computer Prog. I	38
Business Data Processing II	11	•Small Business/Entrepreneurship	23
Business Communications	28	Applied Communications	11
Total Enrollment 1985-86	1,679	Total Enrollment 1993-94	1,595

•Indicates new courses; all 1993-94 courses significantly upgraded.

Appendix F

Career Guidance Activities Provided Grades 7 - 14

7th Grade

Quest--Skills for Adolescence Program for all students (decision making, goal setting).
Classroom guidance/introduction to career planning.
Choices Junior (computerized program) or career exploration (elected course).
Individual guidance.
Educational and Career Planning Folder set up for all 7th grade students.
Career Finder (interest inventory, computerized program) for non-career exploration students.
PIC, CASE, or VOC TIES for careers students.
Course selection for 8th grade - commitment/scheduling.

8th Grade

Job-O career exploration (computerized program) available to all 8th grade students.
Career Finder (interest inventory, computerized program) for non-career exploration students).
Vocational Aptitude Assessment (TAPS) for all high risk and/or exceptional students.
Update Educational and Career Planning Folder.
PIC, CASE, or VOC TIES for careers students.
Four-year academic plan completed prior to registration.
Course selection for 9th grade - commitment/scheduling.

9th Grade

Differential Aptitude Test (DAT) administered to all students; results to be considered prior to 10th grade preregistration. Group guidance sessions prior to and after administration of DAT.
Vocational Aptitude Assessment (TAPS) for high risk and/or exceptional students as needed.
Update Educational and Career Planning Folder; forward to high school at end of school year.
Career Finder (interest inventory, computerized program, optional).
PIC, CASE, or VOC TIES for careers students.
PSAT given free to all students who have completed Algebra I.
Update four-year academic plan.
Course selection for 10th grade - commitment/scheduling.

10th Grade

Educational and Career Planning folder transferred to high school and updated.
Guidance Information System - Harrington O-Shea Interest Inventory (optional).
Continued Interpretation of Differential Aptitude Test (DAT).
Individual conferences with all 10th grade students regarding registration.
PSAT given free to all students who have completed Algebra I.
Group orientation and interpretation of PSAT.
Career Center available to all students.
Update four-year academic plan.
Course selection for 11th grade - commitment/scheduling.

Appendix F

Career Guidance Activities Provided Grades 7 - 14

11th Grade

Guidance Information System - Harrington O-Shea Interest Inventory (optional).
Post high school planning.
Interpretation of PSAT, SAT, ACT.
Individual conferences with all 11th grade students regarding registration.
Part-time work opportunities (optional).
Career Center available to all students.
Update four-year academic plan.
Course selection for 12th grade - commitment/scheduling.

12th Grade

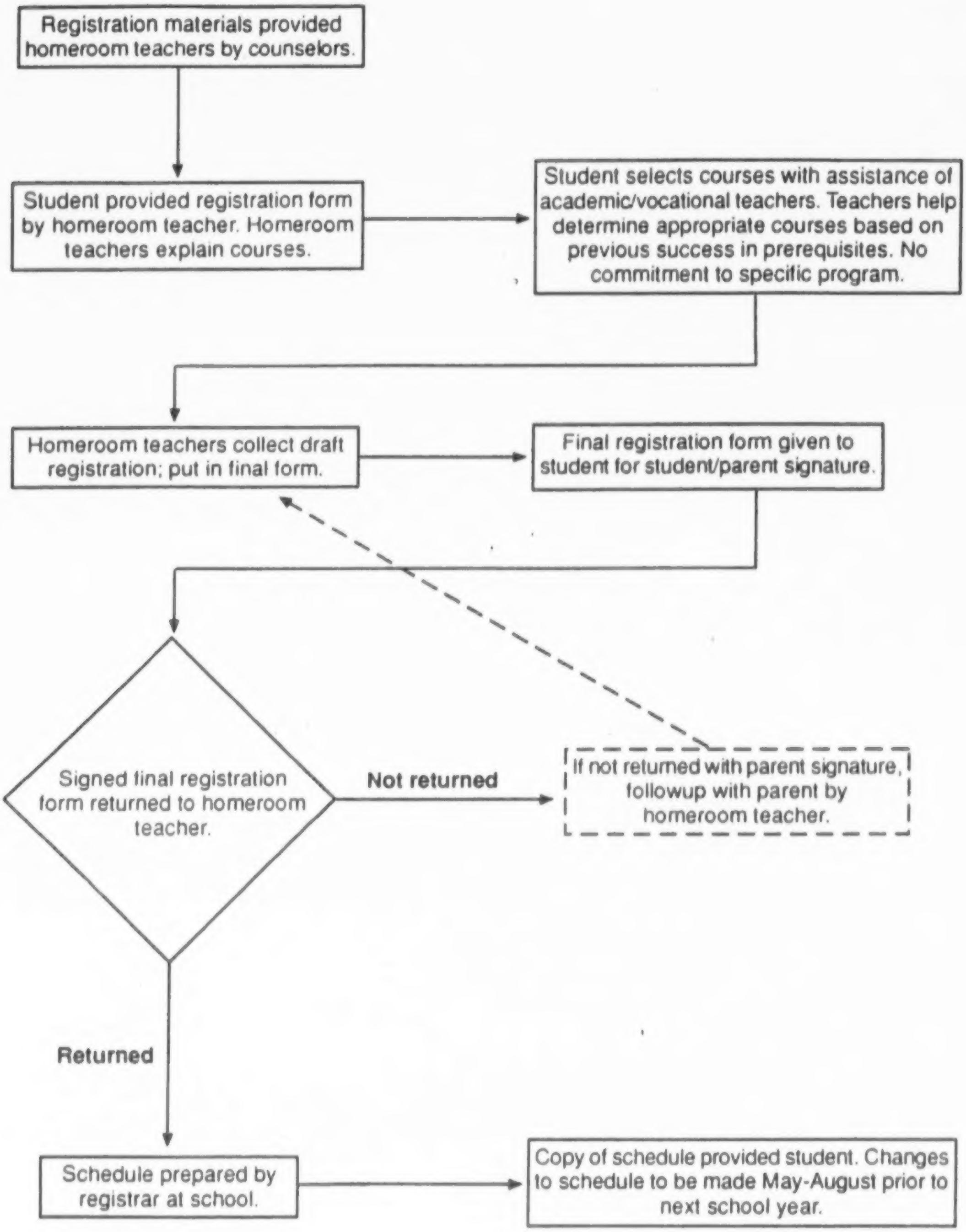
Guidance Information System - Harrington O-Shea Interest Inventory (optional).
SAT, ACT, ASVAB, AP testing.
Senior interviews.
Career Center available to all students.
Post high school planning.
Part-time/full-time work opportunities (optional).

13th-14th Grades (Community College level)

Self Directed Search - interest inventory.
Computerized Placement Test - admissions test.
Myers-Briggs Type Indicator - personality test.
Differential Aptitude Test - multi aptitude test battery.
Bennett Mechanical Comprehension Test - mechanical/problem solving test.
Guidance Information System - computer assisted guidance services.
Individual career counseling.
Career and Life Planning class.
Job Readiness and Job Search workshops (includes resume writing, interviewing techniques, and application completion).
Job Placement Credentials File (available to employers).

Appendix G

Commitment Process — Grades 8-11
Prior to Implementation of Tech Prep Program



Registration materials provided homeroom teachers by counselors.

Student provided registration form by homeroom teacher. Homeroom teachers explain courses.

Student selects courses with assistance of academic/vocational teachers. Teachers help determine appropriate courses based on previous success in prerequisites. No commitment to specific program.

Homeroom teachers collect draft registration; put in final form.

Final registration form given to student for student/parent signature.

Signed final registration form returned to homeroom teacher.

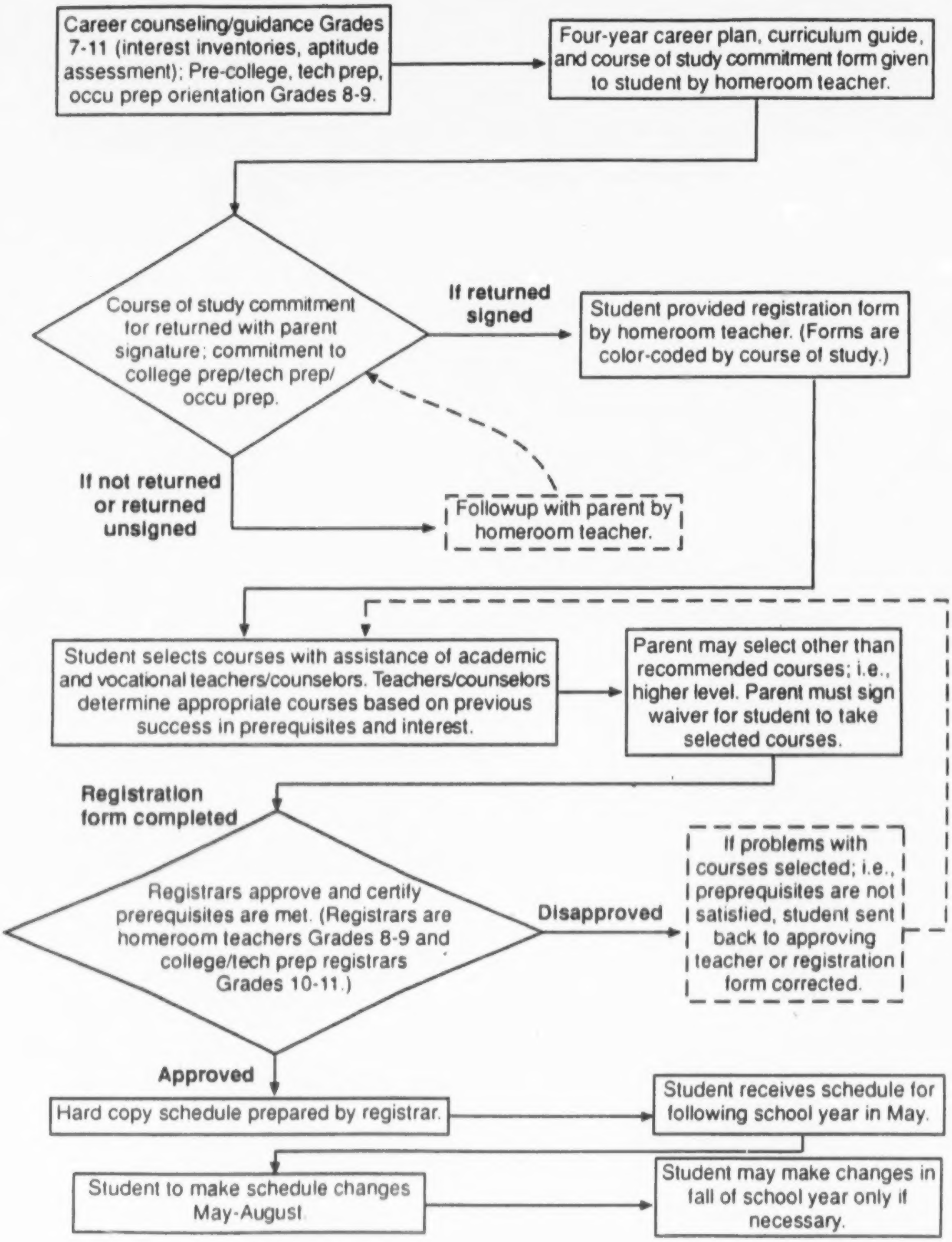
If not returned with parent signature, followup with parent by homeroom teacher.

Schedule prepared by registrar at school.

Copy of schedule provided student. Changes to schedule to be made May-August prior to next school year.

Appendix H

Commitment Process — Grades 8-11
Post Implementation of Tech Prep Program


Career counseling/guidance Grades 7-11 (interest inventories, aptitude assessment); Pre-college, tech prep, occu prep orientation Grades 8-9.

Four-year career plan, curriculum guide, and course of study commitment form given to student by homeroom teacher.

Course of study commitment for returned with parent signature; commitment to college prep/tech prep/ occu prep.

Student provided registration form by homeroom teacher. (Forms are color-coded by course of study.)

Followup with parent by homeroom teacher.

Student selects courses with assistance of academic and vocational teachers/counselors. Teachers/counselors determine appropriate courses based on previous success in prerequisites and interest.

Parent may select other than recommended courses; i.e., higher level. Parent must sign waiver for student to take selected courses.

Registrars approve and certify prerequisites are met. (Registrars are homeroom teachers Grades 8-9 and college/tech prep registrars Grades 10-11.)

If problems with courses selected; i.e., preprequisites are not satisfied, student sent back to approving teacher or registration form corrected.

Hard copy schedule prepared by registrar.

Student receives schedule for following school year in May.

Student to make schedule changes May-August.

Student may make changes in fall of school year only if necessary.

If returned signed
If not returned or returned unsigned
Registration form completed
Disapproved
Approved

The Future Is Now!

1986-92 TECH PREP RESULTS

Richmond County Schools

Richmond Community College

Richmond County

TECH PREP RESULTS

Richmond Senior High School 1991-92

Grades 10-12

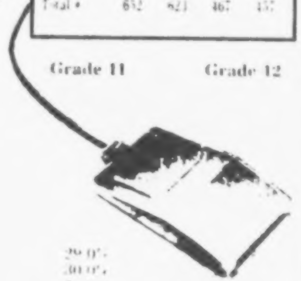
	CP	TP	OP
White	73.0%	63.0%	49.0%
Minority	27.0%	37.0%	51.0%
Male	42.0%	47.0%	65.0%
Female	58.0%	53.0%	35.0%

Course of Study Enrollment

Richmond County Schools 1992-93

Grades 9-12

Grade	9	10	11	12
Pre College	37.0%	34.0%	32.0%	35.0%
Tech Prep	36.0%	42.0%	41.0%	41.0%
Occu Prep	27.0%	24.0%	27.0%	24.0%
Total •	652	621	467	457



COURSE OF STUDY	Grade 9	Grade 10	Grade 11	Grade 12
1985-86				
Pre-College		25.0%		
Tech Prep		0.0%		
Gen Voc		75.0%		
1986-87				
Pre-College		25.0%		
Tech Prep		0.0%		
Gen Voc		75.0%		
1987-88				
Pre-College		39.0%	29.0%	
Tech Prep		17.0%	30.0%	
Gen Voc		43.0%	40.0%	
1988-89				
Pre-College		40.0%	35.0%	36.0%
Tech Prep		25.0%	15.0%	16.0%
Gen Voc		35.0%	50.0%	48.0%
1989-90				
Pre-College	30.0%	27.0%	31.0%	33.0%
Tech Prep	31.0%	32.0%	30.0%	20.0%
Gen Voc	39.0%	41.0%	36.0%	41.0%
1990-91				
Pre-College	32.5%	31.1%	30.1%	31.3%
Tech Prep	31.6%	30.7%	26.0%	30.3%
Gen Voc	35.9%	38.2%	43.9%	38.4%
1991-92				
Pre-College	36.0%	32.0%	35.0%	30.0%
Tech Prep	36.0%	30.0%	28.0%	27.0%
Occu Prep	28.0%	38.0%	37.0%	43.0%
1992-93				
Pre-College	37.0%	34.0%	32.0%	35.0%
Tech Prep	36.0%	42.0%	41.0%	41.0%
Occu Prep	27.0%	21.0%	27.0%	24.0%

VOCATIONAL TECHNICAL

Analysis of Enrollment In New and/or Upgraded Vocational/Technical Courses

	1985-86	1992-93
Textiles I, II Intro to Engineering Technology	19	59
Living Technology	0	33
Food Science	0	13
Industrial Arts	[illegible]	0
Technology Education		[illegible]
Principles of Technology I, II	0	[illegible]
Electricity	[illegible]	[illegible]
Electronics I, II Intro to Engineering Tech		59
Drafting	[illegible]	[illegible]
Computerized Drafting I, II Intro to Engineering Tech	[illegible]	[illegible]
Graphics	17	0
Computerized Graphics - Intro to Manufacturing Tech	[illegible]	[illegible]
Machine Shop	19	0
Metals Technology Intro to Manufacturing Tech	[illegible]	30
Cosmetology	[illegible]	38
Typing I, II	609	0
Keyboarding Word Processing I, II (Jr. & Sr. High School)	0	467
Accounting	265	0
Computerized Accounting	0	166
Data Processing	0	64
General Health Occupations I, II	64	0
Technical Health Occupations I, II	0	43.20
Entrepreneurship	0	28
Auto Mechanics	[illegible]	0
Auto Technology I	0	18
Auto Servicing I	0	19
	1,118	1,542

SCHOOL ENROLLMENT	
1985-86	**1992-93**
1,813	1,556

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Appendix I

END OF COURSE TESTING

Algebra I

	1986	1987	1988	1989	1990	1991	1992
Number Tested	332	387	501	506	473	431	413
Percent of Class	47.1	54.1	[illegible]	[illegible]	74.0	71.2	[illegible]
Average Core	32.2	36.4	35.8	35.2	37.3	37.9	37.6
Percent Core	53.6	[illegible]	[illegible]	[illegible]	62.2	[illegible]	62.6

Algebra II

[illegible]	NA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	NA	22.7	36.4	[illegible]	[illegible]	37.4	44.6
[illegible]	NA	35.8	[illegible]	[illegible]	33.2	35.1	32.7
[illegible]	NA	64.0	51.9	56.4	59.2	62.6	58.4

Chemistry

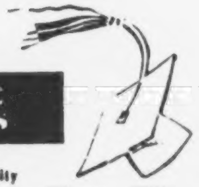
Number Tested	NA	NA	NA	215	225	234	249
Percent of Class	NA	NA	NA	31.0	35.2	35.7	43.5
Average Core	NA	NA	NA	34.3	33.2	33.3	34.9
Percent Core	NA	NA	NA	57.2	55.4	55.4	58.1

DROP OUT RATE

1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
7.2	7.0	4.9	4.8	4.4	3.3

Unduplicated Count

GRADUATE INTENTIONS



	Four Year College	Community Trade/Tech	Military	TOTAL
1986	23.5%	26.6%	12.2%	60.3%
1987	23.0%	44.0%	13.0%	80.0%
1988	27.0%	46.0%	14.0%	80.0%
1989	34.0%	42.0%	11.0%	86.0%
1990	25.0%	52.0%	9.0%	85.0%
1991	27.3%	51.9%	7.8%	87.0%
1992	31.0%	50.0%	6.0%	89.0%

COMPUTERIZED ADAPTIVE TESTS

RICHMOND COMMUNITY COLLEGE

COLLEGE BOARD

Fall: 1991 & 1992 Average Scores

	College Prep	Tech Prep	Basic Studies
Reading	52.0%	42.0%	35.0%
Writing	57.0%	44.0%	39.0%
Mathematics	55.0%	47.0%	39.0%
Algebra	68.0%	51.0%	42.0%

FOLLOW-UP SURVEY

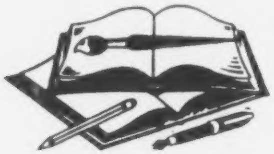
RICHMOND COUNTY SCHOOLS

TOTAL GRADUATES

	1989	1990	1991
Attending Four Year College	26.0%	31.0%	26.0%
Attending Community Jr. Colleges	41.0%	37.0%	39.0%
Military	9.0%	6.0%	5.0%
Working Other	24.0%	26.0%	30.0%

TECH PREP GRADUATES

	1989	1990	1991
Attending Four Year College	5.0%	22.0%	9.0%
Attending Community Jr. Colleges	61.0%	52.0%	54.0%
Military	4.0%	5.0%	9.0%
Working Other	30.0%	21.0%	28.0%



For further information contact

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Superintendent
Richmond County Schools
Box 1259
Hamlet, NC 28345
(919) 582 5860

Joseph Grimsley
President
Richmond Community College
Box 1189
Hamlet, NC 28345
(919) 582 7000

For further information contact

N.C. Tech Prep Leadership Development Center
Myrtle D. Stogner, Director
Box 1189 • Hamlet, NC 28345
(919) 582 7187 • Fax (919) 582 7005

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Analysis of Enrollment in
New and/or Upgraded Vocational/Technical Courses

Need #s from GCS

Vocational/Technical Courses	Course Enrollment	
	1985-86	1993-94
Engineering (industrial, mechanical, electrical)		
Principles of Technology I	0	
Principles of Technology II	0	
Industrial Arts	228	0
Introductions to Trade and Industry	72	0
Engineering Technology	0	
Manufacturing Technology	0	
Construction Technology	0	
Electricity	28	0
Electronics I	0	
Electronics II	0	
Drafting	35	0
Technical Drafting I	0	
Technical Drafting II	0	
Graphics	31	0
Graphics Communications I	0	
Graphics Communications II	0	
Machine Shop	19	0
Metals Technology I	0	
Metals Technology II	0	
Auto Mechanics	30	0
Auto Technology I	0	
Auto Technology II	0	
Textiles I, II	39	0
Textile Technology I	0	
Textile Technology II	0	
Health/Human Services		
Living Technology	0	
Food Science	0	
Cosmetology III	0	
General Health Occupations I, II	64	0
Allied Health Sciences I	0	
Allied Health Sciences II	0	
Medical Sciences I	0	
Medical Sciences II	0	
Biomedical Technology/Health Team Relations	0	
Entrepreneurship	0	
Commercial Foods I, II		
Food Production and Management I, II	0	
Business		
Business Computer Programming I	0	
Entrepreneurship	0	
Business Communications		
Applied Communications	0	
Accounting I, II	205	0
Computerized Accounting I	0	
Computerized Accounting II	0	
Typing I, II (Junior & Sr. High School)	609	0
Keyboarding (Junior & Sr. High School)	0	
Advanced Key./Doc. Processing (Sr. High School)	0	

APPENDIX G

SBIC

SCHOOL-BUSINESS-INDUSTRY

COLLABORATION

RICHMOND COUNTY

NORTH CAROLINA

TIMELINE

DATE	ACTIVITY	PERSONNEL
December, 1992 .	Designate Planning Team	Superintendent
January, 1993	Design Project	Planning Team
February, 1993	Announce Project to Educators	Planning Team
March, 1993	Contact Business/Industry Select & Notify Particpants	Planning Team Planning Team
April, 1993	Select & Meet with Business Representatives	Planning Team
May, 1993	Meet with Participants	Planning Team
June, 1993	Initiate Project	Planning Team Business/Industry Project Partcipants
Aug, 1993 - June 1994	Implement Integration Strategies	Project Partcipants

FN: 09/03/93 Timeline

DESCRIPTION OF SBIC TEAM PROJECTS

TEAM 1: Dealing With Change

This project is a model for integrated study involving math, science, communication skills, social studies, and vocational/technical education. The model centers around the construction of a major transportation artery and its impact on the county. Given this controversial issue, the students will be actively involved in gathering, organizing, interpreting and communicating their findings.

TEAM 2: Low-Level Radioactive Waste Facility in Richmond County.

This curriculum project will be centered around the controversial issue of the radioactive waste facility proposed to be located in Richmond County. Problem solving and conflict resolution skills will be involved throughout this integration project in Science, Math, English, Social Studies and Career Development.

TEAM 3: Racing for Learning

The integrated theme for this curriculum project focuses on using NASCAR Racing as a motivational strategy to peak student's interest in academic and vocational courses. Using this single theme approach, the teachers of the various subjects identified the specific course objectives that could be taught using activities that were related to the racing theme. During the time of the local NASCAR race in October, activities will be conducted in designated classes and students will be encouraged to discover connections between the subject matter and the racing industry.

TEAM 4: The American Dream

This project will be centered on the statistic which aired on the CBS program, "The American Dream" : 97% of the people interviewed chose having a job as top priority in their lives. The integrated theme involves focusing on careers in all the respective subject areas with the aim to prepare students to become responsible, self-supporting citizens.

TEAM 5: Integrating Industrial Technology and Academics

The goal of this integrated unit of study will help students to develop an understanding of the life skills needed to enter the workplace. The focal point of this unit will be the Industrial Technology classes with academic classes contributing specific skills related to the respective disciplines. Students will learn a process for selecting and designing a product, forming a company to market and manufacture the product, buying and selling stock in the company and being employed by the company.

BUSINESS / INDUSTRY ROLE

- Arrange on-site visits

- Provide Information
  - * Workplace Readiness
  - * Changing Workplace Needs
  - * Technology Used by Workforce

- Describe Company
  - * History
  - * Product
  - * Mission
  - * Involvement in Education

- Analyze Workforce
  - * Types of Jobs
  - * Size of Workforce
  - * Employee Benefits
  - * Educational Requirements

READING LIST

Each SBIC participant will need some background information prior to the beginning of the ten-day session in June. Listed below are articles that will provide a framework for the mindset of the project. Please read each of the first five articles and make notes on the appropriate response forms.

REQUIRED READING

1. What Work Requires of Schools: A SCANS Report for American 2000
   U.S. Department of Labor
2. "Needed: Human Capital." - Business Week (September 19, 1988)
3. Five Steps to Integrating Subject Areas (Handout)
4. "Courting Controversy - How to Build Interdisciplinary Units."
   Educational Leadership, (April 1993)
5. Education and Learning To Think, Resnick, Lauren B. 1987, p. 129-145

ADDITIONAL OPTIONAL READING

The What, Why, and How of Cooperative Learning
The Clearing House (January/February 1991)

Five Standards of Authentic Instruction
Educational Leadership, (April 1993)

Four Misconceptions About Authentic Learning
Educational Leadership, (April 1993)

"Where the Jobs Are Is Where the Skills Aren't."
Business Week, (September 19, 1988)

"For American Business, A New World of Workers."
Business Week, (September 19, 1988)

Schedule: SBIC Field Trips

Please look over the scheduled day and time teacher/counselor teams will be visiting your workplace. Please contact me immediately if there are questions, conflicts, etc.

Monday. June 21

Day 1	8:00-10:00	10:30-12:30	12:30-1:15	1:30 - 4:00
GROUP A	Owens Illinois	The Bibb Co	Lunch	Burlington Mills
GROUP B	The Bibb Co.	Owens Illinois	Lunch	Burlington Mills

Tuesday, June 22

Day 2	8:00-10:00	10:30-12:00	12:00-1:00	1:00 -4:00
GROUP A	Industrial Sheet	Bennett Chev.	Lunch	L'EGGS #1
GROUP B	Bennett Chev.	Industrial Sheet	Lunch	L'EGGS #2

Wednesday, June 23

Day 3	8:00 - 11:45	11:45 - 12:30	1:00- 3:00
GROUP A	L'EGGS #2	Lunch	Richmond Senior
GROUP B	L'EGGS #1	Lunch	Richmond Senior

Thursday, June 24

Day 4	8:00-11:00	11:15 - 12::15	12:30 - 3:30
GROUPS A & B	Richmond Memorial Hospital	Lunch	Richmond Senior

BUSINESS INDUSTRY BENEFITS

- ❊ Awareness among educators of the changing needs of the workplace
- ❊ Positive publicity and community outreach
- ❊ Direct involvement in the educational process

EXPECTATIONS

- ❊ Attend all sessions.
- ❊ Complete all assignments and reports.
- ❊ Attend scheduled follow-up sessions during the 93-94 school year.
- ❊ Implement integrated instructional activities in 1993-94.

DATES AND DEADLINES

Summer, 1993 - Probably June (Specific dates to be established by business and industry with input from team members.)

Application Deadline: March 1, 1993
Selection Notification: March 8, 1993

APPLICATION FORMS

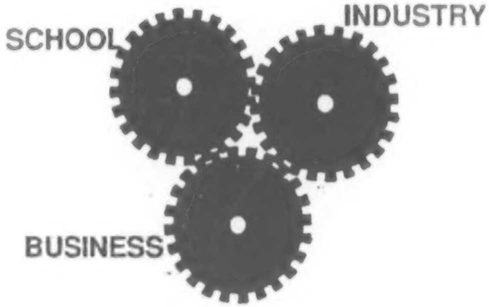
Application forms may be requested from the school principals.

SCHOOL-BUSINESS-INDUSTRY COLLABORATION

SBIC

in

RICHMOND COUNTY



Sponsored By
Richmond County Schools
Richmond Community College
Local Business and Industry

❊ ❊ ❊ ❊ ❊ ❊ ❊ ❊ ❊

Funded By
Dwight D. Eisenhower Grant
N. C. 2000 Grant
and
Richmond County Tech Prep
National Demonstration Site

PURPOSE

The SBIC is a joint school-business-industry collaboration intended to provide counselors and teachers from Richmond County Schools and Richmond Community College with an opportunity to learn about the changing needs of the workplace in order to better prepare graduates for future careers. A summer project sponsored by SBIC will allow academic teachers,vocational-technical teachers and counselors to visit local businesses as teams and to develop a technically related, integrated curriculum which will prepare students for their post-secondary lives and will produce a more proficient workforce.

FORMAT

The year long project begins with a ten-day session in the summer of 1993 and includes follow-up meetings during the 1993-94 school year. Teams of educators will visit selected workplace sites and interact with the workforce to identify skills required to perform today's jobs as well as the projected needs of tomorrow's jobs. They will become familiar with the problem-solving strategies, communication skills, leadership skills and instructional techniques used in business and industry. Curriculum teams will work together to develop integration strategies, teaching techniques and materials to incorporate the information and knowledge gained from the project into their instructional program.

A guidance team will finalize a career guidance plan to be implemented in the schools.

OBJECTIVES

The objectives of this project are:

To provide an awareness of the changing needs of the workplace.

To identify specific competencies needed for the workplace.

To develop strategies for integrating academic and vocational-technical courses.

To study the recommendations of the SCANS report (Secretary's Commission on Achieving Necessary Skills) and incorporate appropriate SCANS components into the work of the teams.

To create ongoing partnerships among local industries, businesses and schools to improve education in Richmond County.

TEAM FORMULATION

Four curriculum teams and one guidance team composed of counselors and teachers from Richmond County Schools and Richmond Community College will be selected to participate in the project.

Curriculum teams should include three academic teachers and one vocational education teacher from the junior or senior high school, and one faculty member from RCC. Public school curriculum team members should be from the same school. Interested teachers must create their own team.

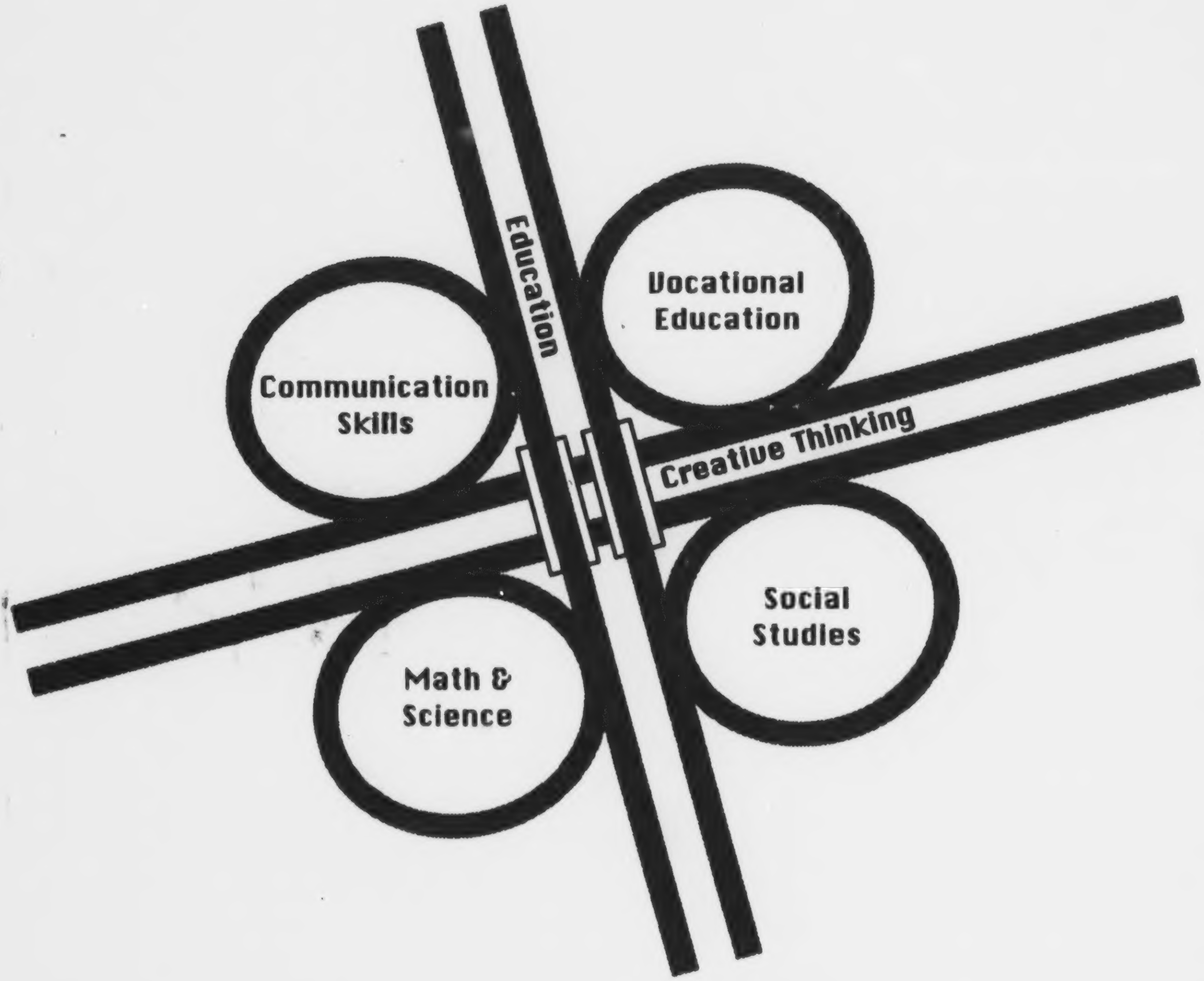
The *guidance team* should include counselors from the elementary grades, junior high, senior high and community college.

TEACHER BENEFITS

✳ Consultant Fee $100/10 days.
✳ Renewal credit
✳ Opportunity to learn leadership and management skills
✳ Curriculum enhancement using industry applications
✳ Strategies for using technology in the classroom

Example

DEALING WITH CHANGE


Education
Vocational Education
Communication Skills
Creative Thinking
Social Studies
Math & Science

A Model for Integrated Study Using the Construction of a Major Transportation Artery

DEALING WITH CHANGE

A Model for Integrated Study Using the Construction of a Major Transportation Artery

This project is the result of the School-Business-Industry Collaboration (SBIC) in Richmond County. We have designed a blueprint for an integrated teaching unit using the **North Carolina Standard Course of Study** and the U. S. Department of Labor's SCANS report as the basis of our endeavor.

The goal of the project is:

Given a local controversial issue, the students will be actively involved in gathering, organizing, interpreting, and communicating their findings. This unit will deal with the construction of a major transportation artery and its impact on our county.

General Instructions:

The suggested activities are broad, in hopes of serving as a spring board and not as a restraint. We have chosen activities that relate to the ninth grade curriculum. It is hoped our reference to specific course names and/or objectives will not serve as a hindrance. It is the opinion of this instructional team that the topic lends itself to many course studies and grade levels.

This unit of study is not restricted to a time frame. We have estimated our work to last approximately twelve weeks but time is relative. Due to keyboarding and math expectations this unit may best be executed during the second semester of the school year.

The success of this project will be totally dependent on the committment of each member of the integrated teaching team. It is therefore important that each teacher be 100% committed to the concept of integrated teaching and to the goals of this project.

SCOPE AND SEQUENCE

I. TEACHERS' INTRODUCTION TO INTEGRATED TEACHING UNIT

  A. Purpose of teaching integrated unit
  B. Description of possible project
  C. Introduction to management
  D. Feedback

II. TEACHERS' INTRODUCTION TO AVAILABLE RESOURCES

  A. Presentation
  B. Question/answer session
  C. Activities--See Appendix

III. INTRODUCTION ASSEMBLY TO DISPERSE INFORMATION

  A. General information (explanation of topic); set overall goals
  B. Workings of an interdisciplinary unit
    1. English/government and economics
    2. Math/science
    3. Vocations
  C. Questions and Discussions

IV. ACTIVITIES

  A. Personal expectations
  B. Collection of information
  C. Organization of information
  D. Evaluation of information

V. CLOSURE--ASSEMBLY TO SHARE FINDINGS

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Communication Skills -- Activities

1. Set personal goals through brainstorming
2. Prepare questions in thoughtful order for interviewing
3. Prepare a K-W-L chart
4. Written communications
5. Reading--material factual or opinion
6. Oral communications stressed throughout
7. Discuss, outline, summarize
8. Keep a journal on knowledge acquired
9. Participate in seminars to develop reasoning, concepts and problem solving processes
10. Prepare for a debate on one of the controversial issues of our topic

	1	2	3	4	5	6	7	8	9	10
Competency Goal 1										
Objective 1.1	🚗		🚗	🚗						
Objective 1.2					🚗		🚗	🚗		
Objective 1.3					🚗		🚗	🚗	🚗	
Competency Goal 2										
Objective 2.1		🚗	🚗		🚗		🚗	🚗	🚗	🚗
Objective 2.2		🚗		🚗			🚗			🚗
Objective 2.3				🚗		🚗			🚗	🚗
Competency Goal 3										
Objective 3.1				🚗	🚗		🚗	🚗	🚗	🚗
Objective 3.2								🚗	🚗	🚗
Objective 3.3				🚗	🚗		🚗	🚗	🚗	🚗
Competency Goal 4										
Objective 4.1								🚗	🚗	🚗
Objective 4.2				🚗				🚗		
Objective 4.3								🚗	🚗	🚗

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Government and Economics -- Activities

1. Collect articles pertaining to specific government issues
2. Identify specific political or legal actions which will be used to resolve problem
3. List problems or responsibilities and determine if they are addressed by local, state, national government, or international agency
4. Draw and/or interpret political cartoon taking a position
5. Public hearing
6. Simulation of industrial/business development team to recruit new business/industry
7. Simulation of location teams representing private enterprise

	1	2	3	4	5	6	7	8	9	10
ELOP										
Knowledge Goal 1				🚗	🚗					
Knowledge Goal 2			🚗	🚗	🚗					
Knowledge Goal 3				🚗	🚗	🚗	🚗			
Knowledge Goal 4					🚗	🚗	🚗			
Knowledge Goal 5					🚗	🚗	🚗			
Knowledge Goal 6		🚗								
Knowledge Goal 7		🚗	🚗		🚗	🚗				
Knowledge Goal 8		🚗			🚗					
Knowledge Goal 9			🚗		🚗					
Knowledge Goal 10		🚗	🚗		🚗	🚗				
Skills Goal 1			🚗		🚗	🚗	🚗			
Skills Goal 2	🚗		🚗		🚗	🚗	🚗			
Skills Goal 3			🚗	🚗	🚗	🚗	🚗			
Skills Goal 4	🚗		🚗		🚗	🚗	🚗			
Skills Goal 5	🚗				🚗	🚗	🚗			
Skills Goal 6	🚗				🚗	🚗				
Skills Goal 7					🚗	🚗	🚗			
Skills Goal 8	🚗				🚗	🚗	🚗			

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Keyboarding -- Activities

1. Stress appropriate work habits
2. Organize town meeting following parliamentary procedure
3. Set guidelines for respect and cooperation in project
4. Prepare error-free documents--letters, memos, envelopes, minutes, reports, outlines
5. Composition of written reports using operations of word processing software
6. Horizontal/vertical centering will be taught in conjunction with math findings--tables, etc.
7. Newspaper

	1	2	3	4	5	6	7	8	9	10
Keyboarding										
Competency Goal 1										
Competency Goal 2										
Competency Goal 3										
Competency Goal 4	🚗									
Competency Goal 5		🚗	🚗							
Competency Goal 6	🚗	🚗	🚗	🚗	🚗	🚗	🚗			
Competency Goal 7										
Competency Goal 8				🚗	🚗		🚗			
Competency Goal 9										
Competency Goal 10		🚗			🚗					
Competency Goal 11										
Competency Goal 12				🚗		🚗				
Competency Goal 13				🚗	🚗	🚗				
Competency Goal 14				🚗	🚗	🚗	🚗			
Competency Goal 15										
Competency Goal 16		🚗								
Competency Goal 17										
Competency Goal 18										

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Mathematics -- Activities

1. Census poll taking
2. Graphs and tables--constructing, reading, interpreting, applying
3. Use of formulas and inequalities--cost estimating, mixing cement, tax assessment, volume and area
4. Measurement skills--map skills
5. Results of dimensional changes
6. Create and solve word problems using topic--teacher made/ student made
7. Statistical analysis
8. Contrast and compare numerical data with other materials
9. Make predictions--economic and demographic changes
10. Use of linear equations and systems--cost analysis, profits, display linear relationships

	1	2	3	4	5	6	7	8	9	10
Pre-Algebra										
Competency Goal 1	🚗	🚗	🚗	🚗	🚗	🚗	🚗	🚗	🚗	🚗
Competency Goal 2		🚗	🚗	🚗	🚗					
Competency Goal 3		🚗	🚗		🚗				🚗	🚗
Competency Goal 4			🚗	🚗	🚗					
Competency Goal 5		🚗	🚗	🚗		🚗	🚗	🚗	🚗	
Competency Goal 6	🚗	🚗				🚗	🚗	🚗	🚗	
Competency Goal 7	🚗	🚗	🚗	🚗	🚗	🚗	🚗	🚗	🚗	🚗
Algebra I-A										
Competency Goal 1			🚗			🚗				
Competency Goal 2										
Competency Goal 3		🚗	🚗							🚗
Competency Goal 4	🚗		🚗		🚗		🚗			
Competency Goal 5										
Competency Goal 6		🚗		🚗						🚗
Competency Goal 7		🚗								🚗
Competency Goal 8										🚗
Competency Goal 9										
Competency Goal 10										

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Mathematics -- Activities

1. Census poll taking
2. Graphs and tables--constructing, reading, interpreting, applying
3. Use of formulas and inequalities--cost estimating, mixing cement, tax assessment, volume and area
4. Measurement skills--map skills
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6. Create and solve word problems using topic--teacher made/ student made
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8. Contrast and compare numerical data with other materials
9. Make predictions--economic and demographic changes
10. Use of linear equations and systems--cost analysis, profits, display linear relationships

	1	2	3	4	5	6	7	8	9	10
Algebra I										
Competency Goal 1			🚗			🚗				
Competency Goal 2							🚗			
Competency Goal 3			🚗							
Competency Goal 4		🚗	🚗		🚗					
Competency Goal 5		🚗	🚗				🚗		🚗	🚗
Competency Goal 6										🚗
Competency Goal 7										
Competency Goal 8	🚗	🚗				🚗				
Competency Goal 9			🚗							
Geometry										
Competency Goal 1				🚗						
Competency Goal 2								🚗		
Competency Goal 3										🚗
Competency Goal 4										
Competency Goal 5										
Competency Goal 6										
Competency Goal 7			🚗	🚗						
Competency Goal 8										
Competency Goal 9				🚗						

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Physical Science, Applied/Technical -- Activities

1. Analysis of environmental impact studies
2. Independent student check of one aspect of EPA or DOT
3. Comparison of materials used in highway construction--tar, cement, dirt, asphalt, gravel
4. Study of scientific principles involved with construction machinery
5. Overpass construction--design and construct (scale)

	1	2	3	4	5	6	7	8	9	10
Science										
Competency Goal 1	🚗	🚗	🚗	🚗	🚗					
Competency Goal 2			🚗							
Competency Goal 3	🚗	🚗	🚗							
Competency Goal 4	🚗	🚗	🚗							
Competency Goal 5			🚗	🚗	🚗					
Competency Goal 6				🚗						
Competency Goal 7				🚗						

CLOSURE

A town meeting will be held at the school site. A panel of experts (DOT representative, county representative, mayors, county manager, etc.) will be invited to come and listen to the school group's findings. The meeting will include our invited panel, a panel of ten students selected by a committee to speak and an audience made up of students and faculty involved in the project.

The objectives of this activity are as follows:

1. To hold a group meeting following **Robert's Rule**.
2. To form a team that will work together to prepare and present the information gathered during the project.
3. To speak clearly and to put thoughts together in a concise and organized manner--interpreting and communicating information.
4. To present charts, graphs, cartoons etc. that are representative of the students' findings.
5. To demonstrate skills of listening, speaking and management of time, materials and people.

SCANS COMPETENCIES

BASIC SKILLS	Communication Skills	Government and Economics	Keyboarding	Mathematics	Physical Science
Reading	🚗	🚗	🚗	🚗	🚗
Writing	🚗	🚗	🚗	🚗	🚗
Speaking	🚗	🚗			🚗
Listening	🚗	🚗	🚗	🚗	🚗
Mathematics			🚗	🚗	🚗
THINKING SKILLS					
Thinking Creatively	🚗	🚗	🚗	🚗	🚗
Making Decisions	🚗	🚗	🚗	🚗	🚗
Solving Problems	🚗	🚗		🚗	🚗
Visualizing	🚗	🚗	🚗	🚗	🚗
Knowing How to Learn	🚗	🚗		🚗	🚗
Reasoning	🚗	🚗	🚗	🚗	🚗
PERSONAL QUALITIES					
Individual Responsibility	🚗	🚗	🚗	🚗	🚗
Self-Esteem	🚗	🚗	🚗	🚗	🚗
Sociability	🚗	🚗	🚗	🚗	🚗
Self-Management	🚗	🚗	🚗	🚗	🚗
Honesty--Integrity	🚗	🚗	🚗	🚗	🚗

RESOURCES	Communication Skills	Government and Economics	Keyboarding	Mathematics	Physical Science
Manages Time	🚗	🚗	🚗	🚗	🚗
Manages Money					
Manages Facilities/Materials			🚗		
Manages People					
INTERPERSONAL SKILLS					
Teamwork	🚗	🚗	🚗	🚗	🚗
Teaching	🚗	🚗	🚗	🚗	🚗
Serving Customers					
Leading	🚗	🚗	🚗	🚗	🚗
Negotiating	🚗	🚗		🚗	
Working with Diversity	🚗	🚗	🚗	🚗	🚗
INFORMATION					
Acquires and Evaluates Information	🚗	🚗	🚗	🚗	🚗
Organizes and Maintains Information	🚗	🚗	🚗	🚗	🚗
Interprets and Communicates Information	🚗	🚗	🚗	🚗	🚗
Uses Computers to Process Information			🚗		
SYSTEMS (Social, Organizational, Technological)					
Understands Systems	🚗	🚗	🚗	🚗	🚗
Monitors and Corrects Systems			🚗		
Designs and Improves Systems					
TECHNOLOGY					
Selects Equipment			🚗		🚗
Applies Technology to Tasks	🚗	🚗	🚗	🚗	🚗
Maintains and Troubleshoots					

ARTICULATION/CURRICULUM STANDARDS K-14
RICHMOND COUNTY SCHOOLS AND RICHMOND COMMUNITY COLLEGE
FACULTY WORKSHOP

Final Report of the

Science Skills Team

JUNE 27, 28, 29 1994

Barbara Hayworth***	Anithea Christian
Linda Snead	Lannis Etheridge
Martha Hamer	Mary Daniel
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FINAL REVISION

*** = Chairperson

SCIENCE REPORT
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INTRODUCTION

The Purpose of the science committee was to develop guidelines and strategies which will produce a High School Tech Prep completer that can enter the Associate's Degree Program in Applied Science without remediation. The task was to determine the progression of skills and competencies and standards needed in science for grades 3-8, 9-12, and post secondary education.

Following, is an outline of the skills and compentencies needed in science for grades 3 through the community college level. The outline specifies the course or grade level, course objectives based on N.C. Standard Course of Study, and the SCANS competencies/skills which are met by the objectives. The legend for SCANS competencies and skills are as follows:

Legend for SCANS Competency #:
1. Technology
2. Resources
3. Interpersonal
4. Information
5. Systems
* SCANS Basic Skill #

*SCANS Skills
1. (Basic Skills) Reads, writes performs arithmetic and operations, listens and speaks.
2. (Thinking Skills) Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.
3. (Personal Qualities) Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.

While one particular SCANS competency/skill has been identified for each objective, more than one SCANS competency/skill could be covered by completing each objective.

I. Skills and Competencies needed in Science

A. Community College Level (Question #1)

1. Determine skills and competencies needed in science for completion of Associate Degree in Applied Science (Community College Tech Prep Completer)

(Engineering Cluster) Physics I & II	Objective Upon completion of this course each student should be able to:	SCANS competencies/ skills:
	1. solve problems involving linear motion	3
	2. solve problems involving non-linear motion	3
	3. apply the concept of superposition	3
	4. solve right triangle problems using trigonometric functions	3
	5. understand and solve projecticle problems	3
	6. solve problems using Newton's Law	3
	7. solve problems using the concepts of work energy, momentum, and power	4
	8. solve problems involving the Laws of Conservation of both Energy and Momentum	4

9.	solve problems using simple machines	3
10.	solve problems involving statics and elasticity	3
11.	solve problems involving rotational motion	3
12.	record, graph, and analyze laboratory data	3
13.	understand and solve problems with Simple Harmonic Motion	4
14.	solve problems involving Simple Pendulums	4
15.	know the relationship between wavelength, frequency, and velocity of Periodic Waves	4
16.	understand Supermotion Pendulums	3
17.	calculate the density of objects of known volume and mass	3
18.	understand basic properties of Fluids (Liquids and Gases)	3
19.	solve problems involving Heat, Temperature, and Thermodynamics	3
20.	solve problems using Colomb's Law	4

21.	solve problems using Ampere's Law	4
22.	understand the concept of Fields as applied to Electricity and Magnetism	3
23.	solve problems involving Reflection, Refraction, Mirrors, and Thin Lenses	3

(Health & Human Service Cluster)
Criminal Justice
GENERAL BIOLOGY I

Course Objectives: Upon completion of this course, the student should be able to:

1.	describe the basic biological principles which serve as a foundation for understanding life processes	4
2.	describe the basic chemical principles and their application to processes that occur within biological systems	4
3.	describe the interactions between living organisms and their environment	4
4.	explain the basic concepts of genetics and inheritance, with emphasis on human genetics	4
5.	explain genetic engineering and how it influences our lives	4
6.	describe basic energy transactions that occur within living organisms	4
7.	demonstrate observational skills through active participation in scientific experiments and be able to arrive at generalizations through inductive reasoning	4, 5
8.	describe the principles of evolution	4
9.	explain the contributions of various areas of biology to human welfare	4
10.	understand the basic principles of virology, bacteriology, and immunology	4

11. understand current human population concerns and the role that humans play in pollution of land, water, and air 4

(Health & Human Services Cluster)
Nursing
Anatomy & Physiology

Course Objective: Upon completion of this course, the student will be able to:

1. describe the levels of structural organization that make up the human body 4
2. describe basic chemical and physical principles that pertain to celluar structure and function 4
3. describe mechanisms which function to keep the body in a state of homeostasis 4
4. describe the functional anatomy of the integumentary, skeletal, muscular, nervous, sensory, endocrine, respiratory, cardiovascular, lymphatic, digestive, urinary, and reproductive systems 4
5. develop observational skills through active participation in scientific experiments and exercises and to learn how to arrive at a generalzation through inductive reasoning 5

Bio 103
Physiology (advanced)

Course Objective: Upon completion of this course, the student will be able to:

1. interelationships between major organ systems in their maintainence of homeostasis 4
2. the physiology of the nerve impulse 4
3. cellular transport mechanisms 4
4. the homeostatic mechanisms which control heart rate, blood pressure, hemopoesis and hemostasis 4
5. the regulation of hormone release and the specific influences of hormones on growth and development, metabolism, reproduction, and fluid and electrolyte balance 4
6. thermoregulation 4
7. acid base balance and roles of chemical and physiological buffer systems 4
8. mechanics, chemistry, and the regulation of respiration 4
9. the events of the reproductive processes, including spermatogenesis, oogenesis, fertilization, gestation, parturition, and lactation 4
10. renal physiology and the role of the kidney in homeostasis 4
11. energy metabloism and the mechanism of enzymatic reactions 4
12. the physiology of ingestion and digestive process 4

Biology 104
Micro-Biology

Course Objective: At the conclusion of this course, the student should have a working knowledge of:

1. the basic characteristics and behavior of microorganisms, including bacteria, yeast, fungi, protozoa and parasitic helminths 4
2. bacteriology, including diseases caused by the more common human pathogens 4
3. the principles of epidemiology, including the methods of transfer of microorganisms from person to person 4
4. the methods and effectiveness of various types of disinfection and sterilization 4
5. fundamentals of immunity and immunization procedures 4
6. the application of microbiology to everyday life 5
7. the underlying principles of microbiology, health maintenance, disease prevention, disease treatment and recovery 4
8. the host-interactions that result in infection and/or infectious diseases 4
9. genetic engineering and how it influences our lives 4
10. contributions of the various areas of microbiology to human welfare 5

B. Competencies and Standards (Question #2)

Determine skills, competencies and standards needed in science to be a high school Tech Prep Completer and be admitted to an Associate Degree program without remediation. This includes courses required and level of mastery in each course.

Recommended level of Mastery for grades 9 through 12:

1.) 60% of core questions correct on End of Course test.

2.) Average based on teacher assessment of student performance:

   a. Regular level = 85
   b. College Prep level = 77

Recommended Course of Study for science curriculum grades 9-12:

1.) 4 units of science for graduation
   a. Required of all students:
      Biology (Pre-College or Regular)
      Chemistry (Pre-College or Applied)
   b. Required of Engineering Cluster:
      Physics or Principles of Technology I & II
   c. Required of Health and Human Services Cluster:
      Anatomy and Physiology (Pre-College or Applied)
   Science committee recognizes need for further discussion.

2.) 4 units of Math for graduation
   Algebra I
   Algebra II
   Geometry
   Elective

3.) Identified Tech Prep students must take RCC's Computerized Placement Test at the beginning of 11th grade to determine reading level. If remediation is necessary, the student must complete the recommended reading course/courses before graduation from RSHS. Reading courses to be taught at RSHS either by RSHS staff or RCC staff.

Competencies & Standards Competency Goal:	Objectives:	SCANS competencies/ skills:
Physical Science **Competency Goal 1: The learner will develop an understanding of the nature of science:**	1.1 Show that scientific knowledge is public	5
	1.2 Recognize that science is historic	5
	1.3 Demonstrate that scientific knowledge is replicable	2
	1.4 Recognize that scientific knowledge is tentative	3
	1.5 Demonstrate that science is probabilistic	4
Competency Goal 2: The learner will develop the ability to use science process skills:	2.1 Demonstrate the ability to observe	4
	2.2 Demonstrate the ability to classify	5
	2.3 Demonstrate the ability to use numbers	2
	2.4 Demonstrate the ability to communicate	3
	2.5 Demonstrate the ability to measure	4
	2.6 Demonstrate the ability to infer	5
	2.7 Demonstrate the ability to predict	5
	2.8 Demonstrate the	2

ability to use
spacetime reactions

	2.9 Demonstrate the ability to interpret data	4, 5
	2.10 Demonstrate the ability to define operationally	5
	2.11 Demonstrate the ability to experiment	1, 4
	2.12 Demonstrate the ability to control variables	2, 4
	2.13 Demonstrate the ability hypotheses	4
	2.14 Demonstrate the ability to formulate models	5
Competency Goal 3: The learner will develop the ability to use science manipulative skills:	3.1 Demonstrate safe laboratory procedures	1
	3.2 Demonstrate the ability to choose, construct, and/or assemble appropriate equipment for investigating	1
	3.3 Demonstrate the ability to manipulate scientific materials and equipment	1
	3.4 Demonstrate proper care for scientific equipment and materials	1

Competency Goal 4: The learner will develop a positive attitude toward science:	4.1	Exhibit a positive attitude toward learning and experiencing science	3
	4.2	Exhibit a positive attitude for the need for conservation, preservation, and wise use of natural resources	3
	4.3	Exhibit a positive attitude toward the use of scientific inquiry as a way of thinking and problem solving	3
	4.4	Exhibit a positive attitude toward the importance of understanding the contributions of science and technology in shaping society	3
Competency Goal 5: The learner will have an understanding of the relevance of current topics in physical science:	5.1	Demonstrate knowledge of societal and techlogical issues in the physical sciences	4, 5
	5.2	Demonstrate knowledge of current research in the physical sciences	4, 5
	5.3	Demonstrate knowledge of various careers in the physical sciences and their application	4, 5

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Competency Goal 6: The learner will develop an understanding of sound, light, and heat:	6.1	Demonstrate knowledge of the basic principles of sound	4
	6.2	Demonstrate knowledge of the basic principles of light	4
	6.3	Demonstrate knowledge of the basic principles of heat	4
Competency Goal 7 The learner will develop an understanding of the basic principles of chemistry:	7.1	Demonstrate knowledge of the periodic table of elements	4
	7.2	Demonstrate knowledge of chemical properties of the elements	4
	7.3	Demonstrate knowledge of mixtures, compounds, and elements	4
	7.4	Demonstrate knowledge of chemical reactions	4
Competency Goal 8: The learner will have an understanding of mechanics:	8.1	Demonstrate knowledge of work, energy, and power	4
	8.2	Demonstrate knowledge of the laws of motion	4
	8.3	Demonstrate knowledge of forces	4
	8.4	Demonstrate knowledge of fluids	4

Physical Science

Competency Goal 9: The learner will have an understanding of electricity and magnetism:	9.1 Demonstrate knowledge of static electricity	4
	9.2 Demonstrate knowledge of magnetism	4
	9.3 Demonstrate knowledge of parallel and series circuits	4
	9.4 Demonstrate knowledge of measuring and controlling electric current	4
	9.5 Demonstrate knowledge of a relationship between electricity and magnetism	4
Competency Goal 10: The learner will develop an understanding of energy:	10.1 Demonstrate knowledge of the basic principles of energy conversion	4
	10.2 Demonstrate knowledge of the basic principles of energy conservation	4

Grade 10
Biology

Competency Goal:	Objectives:		SCANS competencies/ skills:
Biology Competency Goal 1: The learner will develop an understanding of the nature of science:	1.1	Show that scientific knowledge is public	1
	1.2	Recognize that science is historic	4
	1.3	Demonstrate that scientific knowledge is replicable	1
	1.4	Recognize that scientific knowledge is tentative	3
	1.5	Demonstrate that science is probabilistic	5
Competency Goal 2: The learner will develop the ability to use science process skills	2.1	Demonstrate the ability to observe	1
	2.2	Demonstrate the ability to classify	1
	2.3	Demonstrate the ability to use numbers	1
	2.4	Demonstrate the ability to communicate	1
	2.5	Demonstrate the ability to measure	1
	2.6	Demonstrate the ability to infer	1
	2.7	Demonstrate the	1

ability to predict

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	2.8	Demonstrate the ability to use space-time relations	1
	2.9	Demonstrate the ability to interpret data	4
	2.10	Demonstrate the ability to define operationally	5
	2.11	Demonstrate the ability to experiment	4
	2.12	Demonstrate the ability to control variables	4
	2.13	Demonstrate the ability to formulate hypotheses	4
	2.14	Demonstrate the ability to formulate models	4
Competency Goal 3: The learner will develop the ability to use science manipulative skills:	3.1	Demonstrate safe laboratory procedures	1
	3.2	Demonstrate the ability to choose, construct, and/or assemble appropriate equipment for investigating	1
	3.3	Demonstrate the ability to manipulate scientific materials and equipment	1
	3.4	Demonstrate proper care for scientific equipment and materials	1

	3.5	Demonstrate the ability to properly handle and care for living organisms	1
Competency Goal 4: The learner will develop a positive attitude toward science:	4.1	Exhibit a positive attitude toward learning and experiencing science	3
	4.2	Exhibit a positive attitude for the need for conservation, preservation, and wise use of natural resources	3
	4.3	Exhibit a positive attitude toward the scientific inquiry as a way of thinking and problem solving	3
	4.4	Exhibit a positive attitude toward the importance of understanding the contributions of science and technology in shaping society	3
Competency Goal 5: The learner will have an understanding of the relevance of current topics in biology:	5.1	Demonstrate knowledge of societal and technological issues in biology	4, 5
	5.2	Demonstrate knowledge of current research in biology	4, 5

	5.3	Demonstrate knowledge of various careers in biology and its application	4, 5
Competencey Goal 6: The learner will understand the chemical and physical basis of life:	6.1	Demonstrate knowledge of the differences between living and non-living things	4, 5
	6.2	Demonstrate knowledge of the cell	4, 5
	6.3	Demonstrate knowledge of the chemical processes of life	4, 5
	6.4	Demonstrate knowledge that living things exist in a state of dynamic equilibrium	4, 5
	6.5	Demonstrate knowledge of anatomy and physiology	4, 5
Competency Goal 7: The learner will have an understanding of the continuity of life:	7.1	Demonstrate knowledge that living things receive characteristics from the parent organism(s)	4, 5
	7.2	Demonstrate knowledge of the chemical basis of heredity	4, 5
	7.3	Demonstrate knowledge that organic variation is important and necessary for species survival	4, 5

	7.4	Demonstrate knowledge of the nature of human origin and development	4, 5
	7.5	Demonstrate knowledge about the diversity and classification of living things	4, 5
	7.6	Demonstrate knowledge of major genetic and environmental factors affecting human health	4, 5
Competency Goal 8: The learner will have an understanding of ecology:	8.1	Demonstrate knowledge of populations, communities, and ecosystems	4, 5
	8.2	Demonstrate knowledge of the influences of human activity on the environment	4, 5
	8.3	Demonstrate that for all organisms, survival requires suitable responses to the external environment	4, 5

Competency Goal		Objectives	SCANS competencies/ skills:
Chemistry			
Competency Goal 1: The learner will develop an understanding of the nature of science:	1.1	Show that scientific knowledge is public	1
	1.2	Recognize that science is historic	4
	1.3	Demonstrate that scientific knowledge is replicable	1
	1.4	Recognize that scientific knowledge is tentative	3
	1.5	Demonstrate that science is probabilistic	5
Competency Goal 2: The learner will develop the ability to use science process skills:	2.1	Demonstrate the ability to observe	4
	2.2	Demonstrate the ability to classify	5
	2.3	Demonstrate the ability to use numbers	2
	2.4	Demonstrate the ability to communicate	3
	2.5	Demonstrate the ability to measure	4
	2.6	Demonstrate the ability to infer	5
	2.7	Demonstrate the ability to predict	5

	2.8	Demonstrate the ability to use spacetime relations	2
	2.9	Demonstrate the ability to interpret data	4
	2.10	Demonstrate the ability to define operationally	5
	2.11	Demonstrate the ability to experiment	4
	2.12	Demonstrate the ability to control variables	4
	2.13	Demonstrate the ability to formulate hypotheses	4
	2.14	Demonstrate the ability to formulate models	4
Competency Goal 3: The learner will develop the ability to use science manipulative skills:	3.1	Demonstrate safe laboratory procedures	1
	3.2	Demonstrate the ability to choose, construct and/or assemble appropriate equipment for investigating	1
	3.3	Demonstrate the ability to manipulate scientific materials and equipment	1
	3.4	Demonstrate proper care for scientific equipment and materials	1

Competency Goal 4: The learner will develop a positive attitude toward science:	4.1	Exhibit a positive attitude toward learning and experiencing science	3
	4.2	Exhibit a positive attitude for the need for conservation, preservation, and wise use of natural resources	3
	4.3	Exhibit a positive attitude toward the use of scientific inquiry as a way of thinking and problem solving	3
	4.4	Exhibit a positive attitude toward the importance of understanding the contributions of science and technology in shaping society	3
Competency Goal 5: The learner will have an understanding of the relevance of current topics in chemistry:	5.1	Demonstrate knowledge of current societal/ environmental issues in chemistry	4, 5
	5.2	Demonstrate knowledge of current research in chemistry	4, 5
	5.3	Demonstrate knowledge of various careers in chemistry and its application	4, 5

Competency Goal 6: The learner will have an understanding of the properties of solutions:	6.1	Demonstrate knowledge of concentrations of solutions	4, 5
	6.2	Demonstrate knowledge of the properties of ionic and covalent solutions	2, 4, 5
	6.3	Demonstrate knowledge of solutes and solubilities	4, 5
Competency Goal 7: The learner will have an understanding of regularities in chemistry:	7.1	Demonstrate knowledge of the mole concept/ stoichiometry	1, 4, 5
	7.2	Demonstrate knowledge of the periodic table and periodic law	4, 5
	7.3	Demonstrate knowledge of acids, bases, and pH	4, 5
	7.4	Demonstrate knowledge of chemical reactions	4, 5
	7.5	Demonstrate knowledge of gas laws	4, 5
Competency Goal 8: The learner will have an understanding of changes in chemistry	8.1	Demonstrate knowledge of factors that affect reaction rate	4
	8.2	Demonstrate knowledge of energy changes	4

Competency Goal 9: The learner will have an understanding of models in chemistry:	9.1	Demonstrate knowledge of the changing model of the atom	4, 5

Physics Competency Goal	Objective	SCANS competencies/ skills:
Competency Goal 1: The learner will develop an understanding of the nature of science:	1.1 Show that scientific knowledge is public	1
	1.2 Recognize that science is historic	4
	1.3 Demonstrate that scientific knowledge is replicable	1
	1.4 Recognize that scientific knowledge is tentative	3
	1.5 Demonstrate that science is probabilistic	5
Competency Goal 2: The learner will develop the ability to use science process skills:	2.1 Demonstrate the ability to observe	4
	2.2 Demonstrate the ability to classify	5
	2.3 Demonstrate the ability to use numbers	2
	2.4 Demonstrate the ability to communicate	3
	2.5 Demonstrate the ability to measure	4
	2.6 Demonstrate the ability to infer	5
	2.7 Demonstrate the ability to predict	5

	2.8	Demonstrate the ability to use spacetime relations	2
	2.9	Demonstrate the ability to interpret data	4
	2.10	Demonstrate the ability to define operationally	5
	2.11	Demonstrate the ability to experiment	4
	2.12	Demonstrate the ability to control variables	4
	2.13	Demonstrate the ability to formulate hypotheses	4
	2.14	Demonstrate the ability to formulate models	4
Competency Goal 3: The learner will develop the ability to use science manipulative skills:	3.1	Demonstrate safe laboratory procedures	1
	3.2	Demonstrate the ability to choose, construct, and/or assemble appropriate equipment for investigating	1
	3.3	Demonstrate the ability to manipulate scientific materials and equipment	1
	3.4	Demonstrate proper care for scientific equipment and materials	1

Competency Goal 4: The learner will develop a positive attitude toward science:	4.1	Exhibit a positive attitude toward learning and experiencing science	3
	4.2	Exhibit a positive attitude for the need for conservation, preservation, and wise use of natural resources	3
	4.3	Exhibit a positive attitude toward the use of scientific inquiry as a way of thinking and problem solving	3
	4.4	Exhibit a positive attitude toward the importance of understanding the contributions of science and technology in shaping society	3
Competency Goal 5: The learner will have an understanding of the relevance of current topics in physics:	5.1	Demonstrate knowledge of physics concepts and their relationships to current societal/environmental issues	4, 5
	5.2	Demonstrate knowledge of current research in physics	4, 5
	5.3	Demonstrate knowledge of various careers in physics and its application	4, 5

Competency Goal 6: The learner will have an understanding of basic mechanics:	6.1 Demonstrate knowledge of laws, mathematical expressions, and factors which represent and affect various types of motion	4
	6.2 Demonstrate knowledge of how to analyze systems involving vector quantities and component forces	4, 5
	6.3 Demonstrate knowledge of the behavior of gravitational forces	4
	6.4 Demonstrate knowledge of mechanical energy	4
	6.5 Demonstrate knowledge of kinetic molecular theory	4
Competency Goal 7: The learner will have an understanding of elementary principles of thermodynamics:	7.1 Demonstrate knowledge of factors associated with the characteristics of heat and the conservation of energy	4
	7.2 Demonstrate knowledge of how to make determinations of the heat equivalent of work	4

Competency Goal 8: The learner will have an understanding of wave motion:	8.1	Demonstrate knowledge of general properties of characteristics of waves	4
	8.2	Demonstrate knowledge of how to investigate and describe sound	4
	8.3	Demonstrate knowledge of how to investigate and describe light in a quantified manner	4
Competency Goal 9: The learner will have an understanding of electricity and magnetism:	9.1	Demonstrate knowledge of electrostatic phenomena	4
	9.2	Demonstrate knowledge of direct current circuits	4
	9.3	Demonstrate knowledge of magnetism and how it relates to electricity	4

Principals of Technology I & II Competency Goal:	Objective:	**SCANS competencies/ skills:**
Competency Goal 1: The learner will understand the science of physics and how it affects our lives:		4, 5
	1.1 Know how to solve problems using basic algebra and trigonometry	4
	1.2 Know how to use measuring devises and scalar numbers	1
	1.3 Understand the elements of graph construction	1
	1.4 Know of recent advances, career potentials, and societal issues in physics	4
Competency Goal 2: The learner will understand basic mechanics:		**4**
	2.1 Know laws, mathematical expressions, and factors which represent and affect various types of motion	4
	2.2 Know how to analyze systems involving vector quantities and component forces	5
	2.3 Understand the behavior of gravitational forces	4
	2.4 Know how to quantify work, power, and mechanical energy	4

Competency Goal 3: The learner will understand kinetic theory and have a general knowledge of properties of matter:			**4**
	3.1	Understand phases of matter in terms of the kinetic molecular theory	4
Competency Goal 4: The learner will understand elementary principles thermodynamics:			**4**
	4.1	Understand factors associated with the characteristics of heat	4
	4.2	Know how to quantify the conservation of heat	4
	4.3	Know how to make determinations of the heat equivalent of work	4
Competency Goal 5: The learner will understand basic elements of mechanics:			**4**
	5.1	Understand the general properties of wave phenomena	4
	5.2	Know how to investigate and describe sound in a quantified manner	4
	5.3	Know how to investi- and describe light in a quantified manner	4

Competency Goal 6: The learner will understand basic principles of electricity and magnetism:			4
	6.1	Know how to identify and quantify certain electrostatic phenomena	4
	6.2	Understand basic quantities and components associated with direct current circuits	4
	6.3	Understand basic terms and phenomena associated with magnetism	4
	6.4	Understand basic descriptive material pertaining to alternating current circuits	4
Competency Goal 7: The learner will understand some fundamental concepts of particle physics:			4
	7.1	Know about atomic theory and its development	4
	7.2	Know about major aspects of quantum theory	4
	7.3	Understand the properties and functions of major atomic particles	4
	7.4	Know about practicle applications of atomic energy	4

Anatomy & Physiology

Anatomy & Physiology

Competency Goal:

The learner will:

-gain a comprehensive knowledge of anatomy of the human body	1
-demonstrate knowledge of how the various body systems function	5
-investigate the body systems through dissection	3, 4, 5

Recommended level of mastery for grades 3 through 8:

1.) **60% of core questions correct on end of grade test.**

2.) **80% overall average based on teacher assessment of student performance.**

C. Grade Level 3-8 (Question #3 & #4)
Determine standard or level of mastery required in science at end of eigth grade to be admitted to the Tech Prep program in the ninth grade.

Determine standard or level of mastery required in science for students in grades three through seven to be at appropriate achievement level in preparation for enrolling in and completing the Tech Prep/Associate Degree program.

Competencies & Standards Grade 3
Elementary Science:

Competency Goal:	Objectives:	SCANS competencies/ skills:
Competency Goal 1: The learner will develop an understanding of the nature of science:	1.1 Show that scientific knowledge is public	1
	1.2 Recognize that science is historic	4
	1.3 Demonstrate that scientific knowledge is replicable	1
	1.4 Recognize that scientific knowledge is tentative	3
	1.5 Demonstrate that science is probabilistic	5
Competency Goal 2: The learner will develop the ability to use science process skills:	2.1 Demonstrate the ability to observe	4

	2.2	Demonstrate the ability to classify	5
	2.3	Demonstrate the ability to use numbers	2
	2.4	Demonstrate the ability to communicate	3
	2.5	Demonstrate the ability to measure	4
	2.6	Demonstrate the ability to infer	5
	2.7	Demonstrate the ability to predict	5
	2.8	Demonstrate the ability to use spacetime relations	2
	2.9	Demonstrate the ability to interpret data	4
	2.10	Demonstrate the ability to define operationally	4
	2.11	Demonstrate the ability to experiment	5
	2.12	Demonstrate the ability to control variables	4
	2.13	Demonstrate the ability to formulate hypotheses	4
	2.14	Demonstrate the ability to formulate	4
Competency Goal 3: The learner will develop the ability to use science manipulative skills:	3.1	Demonstrate safe procedures while doing science activities	1

	3.2	Demonstrate the ability to choose, construct, and/or assemble appropriate equipment for science activities	1
	3.3	Demonstrate the ability to use science materials and equipment	1
	3.4	Demonstrate proper care for equipment and materials	1
	3.5	Demonstrate the ability to properly handle and care for living organisms	1
Competency Goal 4: The learner will develop positive attitude toward science:	4.1	Exhibit a positive attitude toward learning and experiencing science	3
	4.2	Exhibit a positive attitude for the need for conservation, preservation, and wise use of natural resources	3
	4.3	Exhibit a positive attitude toward the use of scientific inquiry as a way of thinking and problem solving	3
Competency Goal 5: The learner will construct an understanding of patterns and systems:	5.1	Investigate the interdependence of plants and animals	4, 5

5.2	Explore basic cycles affecting the earth	4, 5
5.3	Investigate basic rock and soil types and their formation	4, 5
5.4	Investigate energy systems	4, 5
5.5	Investigate solutions and mixtures	4, 5
5.6	Explore nutritional patterns and their relationships to healthy body systems	

Competencies & Standards Grade 4

Elementary Science

Competencies	Objectives		SCANS competencies/ skills:
Competency Goal 1: The learner will develop an understanding of the nature of science:	1.1	Show that scientific knowledge is public	1
	1.2	Recognize that science is historic	4
	1.3	Demonstrate that scientific knowledge is replicable	1
	1.4	Recognize that scientific knowledge is tentative	3
	1.5	Demonstrate that is probabilistic	5
Competency Goal 2: The learner will develop the ability to use science process skills:	2.1	Demonstrate the ability to observe	4
	2.2	Demonstrate the ability to classify	5
	2.3	Demonstrate the ability to use numbers	2
	2.4	Demonstrate the ability to communicate	3
	2.5	Demonstrate the ability to measure	4
	2.6	Demonstrate the ability to infer	5
	2.7	Demonstrate the ability to predict	5

	2.8	Demonstrate the ability to use spacetime relations	2
	2.9	Demonstrate the ability to interpret data	4
	2.10	Demonstrate the ability to define operationally	5
	2.11	Demonstrate the ability to experiment	4
	2.12	Demonstrate the ability to control variables	4
	2.13	Demonstrate the ability to formulate hypotheses	4
	2.14	Demonstrate the ability to formulate models	4
Competency Goal 3: The learner will develop the ability to use science manipulative skills:	3.1	Demonstrate safe procedures while doing science activities	1
	3.2	Demonstrate the ability to choose, construct, and/or assemble appropriate equipment for science activities	1
	3.3	Demonstrate the ability to use science materials and equipment	1
	3.4	Demonstrate proper care for equipment and materials	1

	3.5	Demonstrate the ability to properly handle and care for living organisms	1
Competency Goal 4: The learner will develop a positive attitude toward science:	4.1	Exhibit a positive attitude toward learning and experiencing science	3
	4.2	Exhibit a positive attitude for the need for conservation, preservation, and wise use of natural resources	3
	4.3	Exhibit a positve attitude toward the use of scientific inquiry as a way of thinking and problem solving	3
	4.4	Exhibit a positive attitude toward the importance of understanding the contributions of science and technology in shaping society	3
Competency Goal 5: The learner will construct understanding of science concepts through analyzing science:	5.1	Explore the groupings of animals	4, 5
	5.2	Investigate animals and their behaviors within natural environments	4, 5
	5.3	Explore concepts related to the solar system	5

5.4	Investigate the interaction of matter and energy	4, 5
5.5	Explore and analyze heat systems	4, 5
5.6	Investigate simple machines	5
5.7	Discuss chemical substances that change the body and its systems	5

Elementary Science Competency Goals		Objectives	SCANS competencies/ skills:
Competency Goal 1: The learner will develop an understanding of the nature of science:	1.1	Show that scientific knowledge is public	1
	1.2	Recognize that science is historic replicable	4
	1.4	Recognize that scientific knowledge is tentative	3
	1.5	Demonstrate that science is probabilistic	5
Competency Goal 2: The learner will develop the ability to use science process skills:	2.1	Demonstrate the ability to observe	4
	2.2	Demonstrate the ability to classify	5
	2.3	Demonstrate the ability to use numbers	2
	2.4	Demonstrate the ability to communicate	3
	2.5	Demonstrate the ability to measure	4
	2.6	Demonstrate the ability to infer	5
	2.7	Demonstrate the ability to predict	5
	2.8	Demonstrate the ability to use spacetime relations	2

	2.9	Demonstrate the ability to interpret data	4
	2.10	Demonstrate the ability to define operationally	5
	2.11	Demonstrate the ability to experiment	4, 1
	2.12	Demonstrate the ability to control variables	4, 2
	2.13	Demonstrate the ability to formulate hypotheses	4
	2.14	Demonstrate the ability to formulate models	5
Competency Goal 3: The learner will develop the ability to use science manipulative skills:	3.1	Demonstrate safe procedures while doing science activities	1
	3.2	Demonstrate the ability to choose, construct, and/or assemble appropriate equipment for science activities	1
	3.3	Demonstrate the ability to use science materials and equipment	1
	3.4	Demonstrate proper care for equipment and materials	1
	3.5	Demonstrate the ability to properly handle care for living organisms	1

Competency Goal 4: The learner will develop a positive attitude toward science:	4.1	Exhibit a positive attitude toward learning and experiencing science	3
	4.2	Exhibit a positive attitude for the need for conservation, preservation, and wise use of natural resources	3
	4.3	Exhibit a positive attitude toward the use of scientific inquiry as a way of thinking and problem solving	3
	4.4	Exhibit a positive attitude toward the importance of understanding the contributions of science and technology in shaping society	3
Competency Goal 5: The learner will construct understanding of energy concepts:	5.1	Investigate plant communities and the ecological relationships among plants and animals	4, 5
	5.2	Investigate forms and sources of energy	4, 5
	5.3	Explore the earth's natural resources and their preservation	4, 5
	5.4	Investigate ways to prevent or reduce pollution and the misuse of natural resources	4, 5

5.5	Investigate earth as a landform and explore forces affecting the land and water bodies of the earth over recent and geologic time	4
5.6	Investigate weather and climate	4
5.7	Explore energy in physical fitness and the relationship of physical fitness to health	4

Middle Level Science Competency Goals:	Objectives	SCANS competencies/ skills:
Competency Goal 1: The learner will develop an understanding of the nature of science:	1.1 Show that scientific knowledge is public	1
	1.2 Recognize that science is historic	4
	1.3 Demonstrate that scientific knowledge is replicable	1
	1.4 Recognize that scientific knowledge is tentative	3
	1.5 Demonstrate that science is probabilistic	5
Competency Goal 2: The learner will develop the ability to use science process skills:	2.1 Demonstrate the ability to observe	4
	2.2 Demonstrate the ability to classify	5
	2.3 Demonstrate the ability to use numbers	2
	2.4 Demonstrate the ability to communicate	3
	2.5 Demonstrate the ability to measure	4
	2.6 Demonstrate the ability to infer	5
	2.7 Demonstrate the ability to predict	5

	2.8	Demonstrate the ability to use spacetime relations	2
	2.9	Demonstrate the ability to interpret data	4
	2.10	Demonstrate the ability to define operationally	5
	2.11	Demonstrate the ability to experiment	4
	2.12	Demonstrate the ability to control variables	4
	2.13	Demonstrate the ability to formulate hypotheses	4
	2.14	Demonstrate the ability to formulate models	4
Competency Goal 3: The learner will develop the ability to use science manipulative skills:	3.1	Demonstrate safe procedures while doing science activities	1
	3.2	Demonstrate the ability to choose, construct, and/or assemble appropriate equipment for science activities	1
	3.3	Demonstrate the ability to use science materials and equipment	1
	3.4	Demonstrate proper care for equipment and materials	1

	3.5	Demonstrate the ability to properly handle care for living organisms	1
Competency Goal 4: The learner will develop a positive attitude toward science:	4.1	Exhibit a positive attitude toward learning and experiencing science	3
	4.2	Exhibit a positive attitude for the need for conservation, preservation, and wise use of natural resources	3
	4.3	Exhibit a positive attitude toward the use of scientific inquiry as a way of thinking and problem solving	3
	4.4	Exhibit a positive attitude toward the importance of understanding the contributions of science and technology in shaping society	3
Competency Goal 5: The learner will have an understanding of the relevance of current topics in science:	5.1	Demonstrate knowledge of current societal/ environmental issues in science	4, 5
	5.2	Demonstrate knowledge of current research in science	4, 5

	5.3	Demonstrate knowledge of various careers in science and technology	4, 5
Competency Goal 6: The learner will construct and understanding of science concepts through patterns and cycles in the natural world:	6.1	Investigate similarities and differences among monerans, protists, fungi, plants and animals	5
	6.2	Investigate the basic characteristics of growth patterns	5
	6.3	Explore basic characteristics and interactions of populations, communities, and ecosystems	5
	6.4	Investigate the basic characteristics of heat, light, and sound	5
	6.5	Investigate how the characteristics of rocks reflect their origin and change through time	5
	6.6	Investigate the basic cycles and characteristics of the sun, earth, moon, and planets	5

Competencies & Standards Grade 7
Middle Level Science

Middle Level Science Competency Goals:		Objectives	SCANS competencies/ skills:
Competency Goal 1: The learner will develop an understanding of the nature of science:	1.1	Show that scientific knowledge is public	1
	1.2	Recognize that science is historic	4
	1.3	Demonstrate that scientific knowledge is replicable	1
	1.4	Recognize that scientific knowledge is tentative	3
	1.5	Demonstrate that science is probabilistic	5
Competency Goal 2: The learner will develop the ability to use science process skills:	2.1	Demonstrate the ability to observe	4
	2.2	Demonstrate the ability to classify	5
	2.3	Demonstrate the ability to use numbers	2
	2.4	Demonstrate the ability to communicate	3
	2.5	Demonstrate the ability to measure	4
	2.6	Demonstrate the ability to infer	5
	2.7	Demonstrate the ability to predict	5

	2.8	Demonstrate the ability to use spacetime relations	2
	2.9	Demonstrate the ability to interpret data	4
	2.10	Demonstrate the ability to define operationally	5
	2.11	Demonstrate the ability to experiment	4
	2.12	Demonstrate the ability to control variables	4
	2.13	Demonstrate the ability to formulate hypotheses	4
	2.14	Demonstrate the ability to formulate models	5
Competency Goal 3: The learner will develop the ability to use science manipulative skills:	3.1	Demonstrate safe procedures while doing science activities	1
	3.2	Demonstrate the ability to choose, construct, and/or assemble appropriate equipment for science activities	1
	3.3	Demonstrate the ability to use science materials and equipment	1
	3.4	Demonstrate proper care for equipment and materials	1

	3.5	Demonstrate the ability to properly handle care for living organisms	1
Competency Goal 4: The learner will develop a positive attitude toward science:	4.1	Exhibit a positive attitude toward learning and experiencing science	3
	4.2	Exhibit a positive attitude for the need for conservation, preservation, and wise use of natural resources	3
	4.3	Exhibit a positive attitude toward the use of scientific inquiry as a way of thinking and problem solving	3
	4.4	Exhibit a positive attitude toward the importance of understanding the contributions of science and technology in shaping society	3
Competency Goal 5: The learner will have an understanding of the relevance of current topics in science:	5.1	Demonstrate knowledge of current societal/ environmental issues in science	4, 5
	5.2	Demonstrate knowledge of current research in science	4, 5

	5.3	Demonstrate knowledge of various careers in science and technology	4, 5
Competency Goal 6: The learner will construct an understanding of science concepts through systems and diversity:	6.1	Investigate the general properties and interactions of matter	4
	6.2	Investigate the interaction of solar energy with the atmosphere and its effect on weather systems, seasons, and climates	4
	6.3	Investigate the basic components of motion	4
	6.4	Explore forms of energy and energy transformation in natural and people-made systems	4
	6.5	Explore the cell and cellular processes	4
	6.6	Investigate the interacting systems that make up living organisms	4
	6.7	Investigate inheritance and reproduction as it relates to DNA	4
	6.8	Investigate how human activities affect ecosystems	4

Middle Level Science Competency Goals:	Objectives		SCANS competencies/ skills:
Competency Goal 1: The learner will develop an understanding of the nature of science:	1.1	Show that scientific knowledge is public	1
	1.2	Recognize that science is historic	4
	1.3	Demonstrate that scientific knowledge is replicable	1
	1.4	Recognize that scientific knowledge is tentative	3
	1.5	Demonstrate that science is probabilistic	5
Competency Goal 2: The learner will develop the ability to use science process skills:	2.1	Demonstrate the ability to observe	4
	2.2	Demonstrate the ability to classify	5
	2.3	Demonstrate the ability to use numbers	2
	2.4	Demonstrate the ability to communicate	3
	2.5	Demonstrate the ability to measure	4
	2.6	Demonstrate the ability to infer	5
	2.7	Demonstrate the ability to predict	5

	2.8 Demonstrate the ability to use spacetime relations	2
	2.9 Demonstrate the ability to interpret data	4
	2.10 Demonstrate the ability to define operationally	5
	2.11 Demonstrate the ability to experiment	4
	2.12 Demonstrate the ability to control variables	4
	2.13 Demonstrate the ability to formulate hypotheses	4
	2.14 Demonstrate the ability to formulate models	5
Competency Goal 3: The learner will develop the ability to use science manipulative skills:	3.1 Demonstrate safe procedures while doing science activities	1
	3.2 Demonstrate the ability to choose, construct, and/or assemble appropriate equipment for science activities	1
	3.3 Demonstrate the ability to use science materials and equipment	1
	3.4 Demonstrate proper care for equipment and materials	1

	3.5	Demonstrate the ability to properly handle care for living organisms	1
Competency Goal 4: The learner will develop a positive attitude toward science:	4.1	Exhibit a positive attitude toward learning and experiencing science	3
	4.2	Exhibit a positive attitude for the need for conservation, preservation, and wise use of natural resources	3
	4.3	Exhibit a positive attitude toward the use of scientific inquiry as a way of thinking and problem solving	3
	4.4	Exhibit a positive attitude toward the importance of understanding the contributions of science and technology in shaping society	3
Competency Goal 5: The learner will have an understanding of the relevance of current topics in science:	5.1	Demonstrate knowledge of current societal/ environmental issues in science	4, 5
	5.2	Demonstrate knowledge of current research in science	4, 5

	5.3	Demonstrate knowledge of various careers in science and technology	4, 5
Competency Goal 6: The learner will construct an understanding of science concepts through change within systems:	6.1	Investigate evidences of change in life and landforms through geologic time	4
	6.2	Demonstrate knowledge of the conservation of matter	4
	6.3	Investigate the basic properties and relationships between electricity and magnetism	4
	6.4	Investigate gravity as a universal force	4
	6.5	Investigate sources of energy and the relationship of these sources to the environment	4
	6.6	Demonstrate that people interact with the environment and produce change	4
	6.7	Demonstrate an understanding of adaptation and evolution	4, 5

II. Science Competencies with Greatest Need for Improvement in Student Mastery Grades 3-14 (Question #5)
Study county wide student performance on all end-of-grade and end-of-course tests in science and identify competencies by grade and by high school course with greatest need for improvement in student mastery.

A. Process Skills
B. Technology
C. Understanding Interrelationships
D. Reading Comprehension & Interpretation

III. Instructional Strategies (Question #6)
Recommend instructional strategies for improving student mastery under #5 above.

SCANS skills and Competencies should be incorporated while implementing the Strategies listed below. Additionally, DON'T JUST BUY THE STUFF, USE THE STUFF!

A. Develop a Tech Prep orientation program in the sixth grade.
B. Utilize Cooperative Learning.
C. Implement Integrated Science Curriculum
D. Use Textbook Monies for Manipulatives and Software rather than exclusively for Textbooks. Emphasize Hands-On activities.
E. Utilize the Learning Cycle Process
F. Reschedule School Day and Class Periods (i.e. Block Scheduling)
G. Implement Team Teaching (i.e. integrate academic/vocational courses)
H. Develop Innovative Methods for Assessing Student Achievement (i.e. portfolios)
I. Incorporate Interactive Learning through Multimedia Presentations
J. Emphasize Cooperative Learning by Revamping Science Fair Competition to include Team Projects. The project should include input from the teachers and should be an extension of classroom activities and objectives, emphasising the scientific method. Make available a universal form to demonstrate the effective use of the scientific method.

IV. Staff Development/Materials/Equipment/etc. (Question # 7)
Recommend staff development, materials, etc., needed for improving student mastery under #5 above.

A. Provide Money for Ongoing Staff Development (Administrators & Teachers, Individuals & Teams)
    1. Cooperative Learning
    2. Learning Cycle
    3. Learning Styles
    4. Integrating Curriculum
    5. Tech Prep Training Programs
    6. Model School Site Visits
    7. INTERNET Access

B. Cross-cultural and Sensitivity Training

C. Adequately Equip Science Classrooms with the necessary space and materials to conduct labs properly
   1. Maintain operating condition of equipment
   2. Safe storage space for materials
   3. Designated Science Classroom Space
   4. GAS & VENTILATION

D. AT LEAST 12 COMPUTERS PER SCIENCE CLASSROOM

RECOMMENDED STAFF DEVELOPMENT

E. Provide a Science Supervision/Coordinator for each grade level to be located in individual schools on a rotating schedule. The Science Supervisor/Coordinator would provide:
   a. Instructional guidance and assistance in developing teaching strategies
   b. Assistance with acquiring "hands-on" instructional materials
   c. In-service professional development for teachers of science (K-6) and science teachers (7-12) at each level

F. Provide the following adequate resources:
   1. Upgrade the equipment and materials available at each school; bring all schools to the same level; equip each school with basic equipment and materials for teaching science
   2. Allot space in each classroom for science activities in primary and middle schools; provide a portable lab where space is limited
   3. Upgrade all the labs at RSHS; equip each lab with appropriate tables, sinks, cabinets, and other essential items; install a ventilation system; provide gas for science labs; and provide adequate and safe storage for all supplies

G. Revise the science curriculum:
   1. Build on concepts appropriate to the educational development of students at each grade level; focus on real learning
   2. Provide continuity in science instruction between grades
   3. Include materials that emphasize how science is related to everyday living and safety
   4. Provide an integrated curriculum which emphasizes how science is related to other subject areas

H. Provide teachers with Planning Time during the teaching day

I. Reduce the number of students per teacher

J. Revise testing:
   1. Develop tests that evaluate how much the student understands science rather than memorize facts
   2. Use Pre-Test and Post-Test methods to measure student progress and teacher performance

K. Increase coordination and communication between teachers at the same grade level in the various schools

L. Increase the community's awareness of the Associate in Science curriculum at RCC through marketing and recruiting

M. Increase the course offerings at RCC:
   a. Three quarter chemistry sequence
   b. Two additional quarters of calculus

N. Increase articulation between the science instructors at RCC and the science teachers in the public school system

O. Design plans for a Science/Technology Center at RSHS, built adjacent to E-Building to allow for integration of vocational and academic courses. Examples include integration of:
   Principals of Technology with Physics
   Chemistry with Food Science
   Anatomy and Physiology with Medical Science

V. Skills and competencies students need to master that are not currently included in the standard course of study. (Question 8)
Identify skills and competencies students need to master that are not currently included in the standard course of study.

A.) Keyboarding
B.) Use of scientific calculators
C.) Courses for developing research methods and study skills
D.) Developmental reading courses
E.) Computer Competencies:
   1. Be familiar with basic hardware components and the main functions of each.
   2. Be able to define and give examples of the terms, hardware and software.
   3. Understand the basic differences between Apple and IBM type personal computers.
   4. Know the basic interaction commands.
   5. Know how to run an Engineering Computer Program and be able to input the needed data.
   6. Know how to execute the print command.
   7. Know how to format a disk, save a file, and how to logoff the system.
   8. Be familiar with procedures which insure the protection of hardware and the methods of insuring the retention of diskettes and the information stored therein.
   9. Be familiar with DOS Shell commands.
   10. Be familiar with AutoCAD commands.
   11. Be familiar with Windows commands and use of the mouse.

Conclusion: (Question #9)
Prepare hard copy report of findings 1-5 with specific standards recommended and recommendations 6, 7, 8.

Upon studying the objectives for the North Carolina Standard Course of Study in science and correlating these standards with SCANS skills and competencies, the science skills team determined that all SCANS competencies were being addressed throughout the science curriculum. The committee recognized that SCANS skill 3- personal qualities was addressed in competency goal 4 of the N.C. standard course of study. For most objectives, only one SCANS competency or skill was cited as correlating with the course objective. This competency or skill was the one best achieved by the objective, even though the committee recognized that other competencies could have been achieved by that same objective. The committee also recognized that SCANS skills other than #3 were not necessarily achieved by the science objectives. However, for the science objectives to be achieved, the students would need to be proficient in the other skills. It was assumed by the science committee that these skills were being developed in communications and math objectives.

To ensure that all students are prepared to make successful academic and career choices upon entering secondary education, the science committee recommended that Tech Prep be publicized and be made a part of the student's curriculum as early as K-3. The committee also recommended that an orientation program for Tech Prep be implemented in the sixth grade which would be a year-long endeavor to prepare the student for Tech Prep choices before entering grade 7. Counselors, teachers, administrators, and parents should be well informed about Tech Prep options during all levels of the child's academic endeavors. The science committee invisioned this saturation of Tech Prep, beginning with K-3, as a means for the child to achieve success when planning for his/her future, similar to the DARE program's success in educating the child about substance abuse.

In addition to familiarizing the child with Tech Prep options at an early age, the science committee acknowledged that weaknesses exist in the science curriculum. Test scores indicate that student performance in such areas as processing skills, technology, understanding interrelationships, and reading comprehension and interpretation are weak. To help improve these weak areas, the science committee recommended many instructional strategies. In particular, it was recommended that innovative teaching methods such as cooperative learning and learning cycle processes be implemented. In addition to innovative teaching methods, it was recommended that the curriculum include an intergraded science course which would eliminate the need to offer individual courses in biology, chemistry and physics. However, it must be noted that such courses are necessary for Tech Prep clusters such as engineering and nursing.

In closing, the science committee is dedicated to the successful pursuit of the Tech Prep concept. This committee acknowledges Tech Prep as an option for the middle majority student to begin preparations for a successful and productive life. It is the vision of this committee that through cooperation of all parties involved with educating children, that the expectations for each child will be towards a more rigorous curriculum which will produce productive citizens for the work force.

Summary of Recommended Science Curriculum

*Recommended level of mastery for grades 3 through 8:

1.) 60% of core questions correct on end of grade test.

2.) 80% overall average based on teacher assessment of student performance.

*Recommended level of Mastery for grades 9 through 12:

1.) 60% of core questions correct on End of Course test.

2.) Average based on teacher assessment of student performance:

a. Regular level = 85
b. College Prep level = 77

Recommended Course of Study for science curriculum grades 9-12:

1.) 4 units of science for graduation
    a. Required of all students:
        Biology (Pre-College or Regular)
        Chemistry (Pre-College or Applied)
    b. Required of Engineering Cluster:
        Physics or Principles of Technology I & II
    c. Required of Health and Human Services Cluster:
        Anatomy and Physiology (Pre-College or Applied)
    and committee chair persons recognizes need for further discussion.

2.) 4 units of Math for graduation
    Algebra I
    Algebra II
    Geometry
    Elective

3.) Identified Tech Prep students must take RCC's Computerized Placement Test at the beginning of 11th grade to determine reading level. If remediation is necessary, the student must complete the recommended reading course/courses before graduation from RSHS. Reading courses to be taught at RSHS either by RSHS staff or RCC staff.

ARTICULATION/CURRICULUM STANDARDS K-14
RICHMOND COUNTY SCHOOLS AND RICHMOND COMMUNITY COLLEGE
FACULTY WORKSHOP

Final Report of the

Communication Skills Team

JUNE 27, 28, 29 1994

Jamie Allen	Margaret Leak***
Lela Cobb	Jeanette Martin
Joyce Ellerbe	Rebecca Young
Ron Layne	

FINAL REVISION

*** = Chairperson

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I. Summary

The findings of the Communication Skills Team are indeed reflective of the complexity of the educational challenges confronting much of America today. On one hand, our review of N.C.'s Standard Course of Study affirms a commitment to a curriculum firmly founded upon the continued development and enhancement of the basic skills of reading, writing, speaking, listening, viewing and critical thinking. On the other hand, despite the relevance and purpose of these goals and objectives, the subsequent results of recent studies indicate that students are completing high school without the understanding and mastery of the basic grammar and composition skills necessary to enter an associate degree program in the community college system. With 85% of Richmond Senior High's 1994 Tech Prep graduates testing at remediation level, there can be no debate that change must be made--certainly in methodology, in evaluation, and in administrative strategies. We find that the recent trends of permitting student promotion despite skills deficiencies, of neglecting the concentrated study of grammar per se, and of failing to provide adequate remediation have contributed to educational efforts that are often ineffectual as well as frustrating to both teacher and student. Therefore, this committee has sought to identify areas of weakness and to propose recommendations to address those weaknesses. These we have divided into three categories: communication skills, curriculum enhancement, and evaluation. The recommendations in each category are listed in order of priority. Following the recommendations is a list of proposed proficiency standards aimed at elevating student expectation and performance.

In conclusion, we on this Communication Skills team hope that our efforts may be received not as an indictment of all that is wrong with our communication skills instruction, but rather as an impetus for positive self-reflection, growth, and creative change.

II. N.C. Standard Course of Study
COMMUNICATION SKILLS, COMPETENCY GOALS, AND OBJECTIVES

K-12
COMPETENCY GOAL 1: The learner will use strategies and process that enhance control of communication skills development.

Reading-Writing-Speaking-Listening-Viewing

Objective 1.1 - The learner will apply PREPARATION strategies to comprehend or convey experiences and information.

Focus:
- -Apply knowledge of cueing systems (semantic, syntactic, and graphophonic) as appropriate to the nature and purpose of the activity.
- -Set personal goals for the task.
- -Define and analyze assigned task.
- -Anticipate content and organization.
- -Relate prior knowledge and personal experiences to topic.
- -Generate key words or concepts likely to be used in task.
- -Formulate questions to be answered.
- -Consider status and intent of source and creator.

Objective 1.2 - The learner will apply ENGAGEMENT strategies to comprehend or convey experience and information.

Focus:
- -Apply knowledge of cueing systems (semantic, syntactic, and graphophonic) as appropriate to the nature and purpose of the activity.
- -Give complete attention to the task.
- -Skim, scan, and note ideas.
- -Search for sense or a "lead."
- -Predict outcomes.
- -Use personal experience while redefining and composing meaning.
- -Review and assess as purpose is defined, clarified, or changed.
- -Discuss and make notes.
- -Verbalize to "hear" message.
- -Use organization conventions as clues to meaning.
- -Apply strategies to clarify meaning.

Objective 1.3 - The learner will apply RESPONSE strategies to comprehend or convey experiences and information.

Focus:
- -Apply knowledge of cueing systems (semantic, syntactic, and graphophonic) as appropriate to the nature and purpose of the activity.
- -Reflect upon the experiences and information.
- -Discuss, outline, or summarize new facts, information, or ideas.
- -Note agreement or disagreement with ideas presented in the selection or activity.
- -Interpret the meaning of, or draw conclusions from, the selection or activity.

- React to language, form, and literary devices.
- Ask and respond to probing questions to clarify earlier responses.
- Identify sources of confusion, problems, differences in interpretation, or new questions that may indicate a need for further study or investigation.
- Assess own performance relative to the purpose.

COMPETENCY GOAL 2 - The learner will use language for the acquisition, interpretation, and application of information.

Reading-Writing-Speaking-Listening-Viewing

Objective 2.1 - The learner will identify, collect, or select information and ideas.

Focus:
- Identify key words and discover their meanings and relationships through a variety of strategies.
- Identify ways words and concepts are developed.
- Identify the story structure or organizational patterns of the text, speech, or visual.
- Recognize details and concepts related to prior predictions and questions.

*Observe and mentally note or record important information.

Objective 2.2 - The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.

Focus:
- Select, reject, and reconcile information and ideas.
- Condense, combine, and order information.
- Create an organizational framework for retaining information.
- Form generalizations based on new information.
- Compare information and ideas.
- Analyze the literary and design elements of information and ideas.
- Classify information and ideas on the basis of attributes.

Objective 2.3 - The learner will apply, extend, and expand on information and concepts.

Focus:
- Use information to clarify or refine understanding of historical or contemporary issues or events.
- Solve problems, make decisions and inferences, or draw conclusions based on interpretation of information.
- Follow or produce directions to create a product or develop an idea based on interpretation of information.

COMPETENCY GOAL 3 - The learner will use language for critical analysis and evaluation.

Reading-Writing-Speaking-Listening-Viewing

Objective 3.1 - The learner will assess the validity and accuracy of information and ideas.

Focus:
- Distinguish between vague and precise language.
- Distinguish between representations of fact and of opinion.
- Make judgements about the verifiability of information.
- Identify faulty reasoning.
- Evaluate the reliability of a source.
- Evaluate the appropriateness of persuasive techniques.

Objective 3.2 - The learner will determine the value of information and ideas.

Focus:
- Assess scope, comprehensiveness, and significance of information and ideas.
- Determine practicality and usefulness of information or ideas in light of purposes.
- Recognize bias, emotional factors, propaganda, and semantic slanting.

Objective 3.3 - The learner will develop criteria and evaluate the quality, relevance, and importance of the information and ideas.

Focus:
- Analyze the effects of word choice, sentence structure, and organization.
- Make judgments about the clarity, power, and authenticity of information and ideas.

- Evaluate the effectiveness of the development of plot, theme, setting, and characterization.
- Determine how purpose, point of view, tone, and style affect judgement of the product, information, and ideas.
- Evaluate the use of language patterns and literary devices such as figurative language, dialogue, and symbolism.
- Analyze the use of text aids such as headings, captions, titles, and illustrative material.
- Compare the effectiveness of a selection in relation to others.
- Determine the merit of a selection in terms of its timeless and timelessness.

COMPETENCY GOAL 4: The learner will use language for aesthetic and personal response.

Reading-Writing-Speaking-Listening-Viewing

Objective 4.1 - The learner will respond to personal situations and events in selections and to personal situations and events.

Focus:
- Express emotional reactions and personal opinions and relate personal values to a selection or experience.
- Relate story structure, plot, setting, theme, characters to own experiences, feelings, and behaviors.
- Consider the varied, connotative, or symbolic meanings of words and visuals.
- Consider the ways language and visuals bring characters to life, enhance plot development, or evoke a response.
- Consider the effects of rhythm, rhyme, repetition, sensory imagery, and figurative language.
- Consider the use of idioms, dialect, and colloquialism.

Objective 4.2 - The learner will respond to the personal, social, cultural, and historical significance of selections or personal experiences.

Focus:
- Recognize a selection or experience as a reflection of its social, cultural, and historical context.

- Associate personal values and beliefs with the content of a selection.
- Consider a selection or experience in the light of situations, conflicts, and themes common to human experience.

Objective 4.3 - The learner will respond critically and creatively to selections or personal experiences.

Focus:
- Participate effectively in creative interpretations of a selection or experience.
- Make relevant, logical, coherent contributions to a discussion.
- Create a product that effectively demonstrates a personal response to a selection or experience.

Richmond Community College

English 105--Composition I Grades 13-14
Course Objectives: The student should be able

A. To understand basic grammatical principles necessary to good writing.
B. To understand the rules of punctuation necessary to clear writing.
C. To write a well-developed paragraph having a clear topic sentence, adequate developing sentences, and a concluding sentence.
D. To use the special skills involved in writing specific types of paragraphs, specifically definition and description. (If time permits, a summary paragraph may be added to these two types.)
E. To prepare an outline for an essay and to follow that outline.
F. To write well-developed essays that will have appropriate introductory paragraphs, clear thesis statements, adequate developing paragraphs, and concluding paragraphs.
G. To use special skills involved in writing two important types of essays: classification and process. (If time permits, an example essay may b added to these types.)
H. To proofread, evaluate, and rewrite his own work.
I. To use the library for serious research.
J. To become familiar with the word processing materials available through the college computer network.

Richmond Community College
English 106--Composition II
Course Objectives:

A. To continue review of the basic grammatical elements and rules of punctuation in the English language, thereby eliminating errors in student writing.
B. To review the skills involved in writing effective sentences.
C. To review the skills involved in good paragraph writing, proper outlining, and good essay writing.
D. To teach the student the special skills involved in writing specific types of essays, specifically comparison/contrast, causal analysis, and argumentation.
E. To teach the student library research skills and the correct process for doing research.
F. To teach the student how to write an interesting, well-organized, correctly documented research paper following the Modern Language Association (MLA) format.

Richmond Community College
English 204-Oral Communications
Course Objectives:

A. Plan, outline, and deliver extemporaneously the following types of oral presentations:
  1. Informative speeches
    a. Biographical or topical (general interest)
    b. Demonstration
    c. Short talks-announcements, presentations, acceptances
  2. Persuasive speeches
  3. Impromptu speeches

B. Participate effectively in a formal group discussion
C. Apply the principles of active listening
D. Demonstrate, in listening and speaking, an increased awareness of the vital role that nonverbal behaviors have in the oral communication cycle
E. Show more awareness of his or her own pronunciation and articulation weaknesses
F. Handle stage fright through awareness of causes and some possible remedies
G. Adjust the level of language use in oral communication to subject, audience, and purpose

Richmond Community College
English 1102 Communication Skills
Course Objectives:

A. Recognize subjects and predicates
B. List, spell, and define the eight parts of speech
C. Understand the general rules of grammatical correctness
D. Prepare clear, concise memos
E. Prepare an outline
F. Write both descriptive and summary paragraphs
G. Understand the components of and write a simple business letter
H. Prepare a resume and job application letter
I. Make a favorable impression in a job interview
J. Understand the methodology for filling out a job application form
K. Conduct business over a telephone in a professional manner
L. Prepare a basic instruction manual for a simple manufactured product

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IV

Three-Part Foundation

Grades K-2 Goals and Objectives	I. Basic Skills						II. Thinking Skills						III						
	READ	WRITE	MATH	SPEAK	LISTEN		Creative Thinking	Dec. Making	Problem Solving	Visualize	How to Learn	Reas.			Responsibility	Self-esteem	Sociability	Self-Management	Integrity
1.1	✓			✓			✓	✓	✓	✓	✓	✓			✓			✓	
1.2		✓		✓							✓	✓						✓	
1.3	✓	✓		✓			✓				✓	✓			✓	✓		✓	
2.1	✓	✓									✓	✓							
2.2							✓	✓	✓		✓	✓							
2.3	✓	✓			✓		✓	✓	✓	✓	✓	✓							
3.1	✓	✓		✓			✓	✓		✓		✓							
3.2								✓				✓							
3.3	✓						✓	✓	✓	✓	✓	✓							
4.1	✓	✓		✓	✓		✓				✓	✓							
4.2	✓			✓	✓		✓			✓									
4.3	✓	✓		✓			✓	✓	✓			✓		✓	✓			✓	
Grades 3.5																			
1.1	✓	✓		✓	✓				✓		✓	✓			✓	✓		✓	
1.2	✓	✓		✓				✓			✓	✓			✓			✓	
1.3	✓	✓		✓			✓				✓				✓			✓	
2.1	✓	✓						✓			✓	✓							
2.2	✓	✓					✓	✓			✓	✓							
2.3	✓	✓		✓			✓	✓	✓		✓	✓							
3.1	✓	✓					✓	✓				✓							
3.2	✓	✓		✓			✓	✓			✓	✓							
3.3	✓			✓	✓			✓				✓					✓		
4.1	✓						✓	✓				✓				✓		✓	
4.2	✓	✓		✓	✓		✓	✓				✓				✓			
4.3	✓	✓		✓	✓		✓	✓				✓		✓				✓	

✓ = skills emphasized

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Three-Part Foundation

Grades 6-8	I. Basic Skills						II. Thinking Skills							III				
Goals and Objectives	Read	Write	Math	Speak	Listen		Creative Thinking	Decision Making	Problem Solving	Visualizing	How to Learn	Reason		Individual Responsibility	Self-Esteem	Sociability	Self-Management	Integrity
1.1	✓	✓		✓	✓			✓			✓	✓		✓			✓	
1.2	✓	✓						✓				✓						
1.3				✓			✓	✓				✓						
2.1	✓	✓		✓				✓			✓	✓						
2.2	✓						✓	✓				✓						
2.3		✓		✓			✓	✓	✓			✓		✓				
3.1	✓			✓			✓	✓	✓			✓						
3.2	✓	✓		✓			✓	✓	✓			✓						
3.3	✓	✓		✓				✓	✓		✓	✓						
4.1	✓	✓		✓	✓		✓			✓	✓				✓	✓		
4.2	✓	✓		✓	✓		✓								✓			
4.3	✓	✓		✓	✓		✓					✓		✓	✓		✓	
Grades 9-12																		
1.1	✓	✓		✓	✓		✓				✓	✓		✓	✓		✓	
1.2	✓	✓		✓				✓			✓			✓				
1.3	✓	✓		✓	✓		✓	✓			✓	✓		✓			✓	
2.1	✓	✓					✓				✓	✓						
2.2	✓	✓		✓	✓		✓	✓	✓		✓	✓		✓			✓	
2.3	✓	✓		✓				✓				✓		✓				
3.1	✓	✓		✓				✓				✓						
3.2	✓	✓		✓			✓	✓				✓						
3.3	✓	✓		✓			✓	✓				✓			✓			
4.1	✓	✓		✓			✓	✓			✓	✓			✓		✓	
4.2	✓	✓		✓			✓	✓				✓						
4.3		✓		✓			✓		✓		✓			✓	✓		✓	

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Three-Part Foundation

Grades 13-14	I. Basic Skills						II. Thinking Skills							III				
Goals and Objectives	Read	Write	Math	Speak	Listen		Creative Thinking	Decision Making	Problem Solving	Visualizing	Know to Learn	Reason		Individual Responsibility	Self-Esteem	Sociability	Self-Management	Integrity
English 105																		
A	✓	✓		✓				✓	✓			✓		✓			✓	
B	✓	✓		✓				✓	✓			✓		✓			✓	
C	✓	✓					✓	✓	✓	✓	✓	✓		✓			✓	
D	✓	✓					✓	✓						✓			✓	✓
E	✓	✓					✓	✓	✓	✓	✓	✓		✓			✓	
F	✓	✓					✓	✓	✓	✓	✓	✓		✓			✓	✓
G	✓	✓					✓	✓	✓	✓	✓	✓		✓			✓	✓
H	✓	✓					✓	✓	✓	✓	✓	✓		✓			✓	
I	✓						✓	✓	✓	✓	✓	✓		✓		✓	✓	✓
J	✓	✓		✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
English 106																		
A	✓	✓		✓				✓	✓			✓						
B	✓	✓		✓			✓	✓	✓	✓	✓	✓		✓			✓	
C	✓	✓		✓														
D	✓	✓		✓			✓	✓	✓	✓	✓	✓		✓	✓		✓	✓
E	✓	✓					✓	✓	✓	✓	✓			✓		✓	✓	✓
F	✓	✓					✓	✓	✓	✓	✓			✓		✓	✓	✓
G	✓	✓																

Three-Part Foundation

Grades 13-14	I. Basic Skills						II. Thinking Skills							III				
Goals and Objectives English 204	Read	Write	Math	Speak	Listen		Creative Thinking	Decision Making	Problem Solving	Visualizing	How to Learn	Reason		Individual Responsibility	Self-Esteem	Sociability	Self-Management	Integrity
A	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
B	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
C				✓			✓	✓		✓		✓		✓			✓	
D	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓		✓	✓	✓
E	✓	✓		✓	✓			✓	✓			✓		✓	✓		✓	
F				✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
G				✓	✓		✓	✓	✓			✓		✓		✓	✓	✓

Grades																		
English 1102																		
A	✓	✓	✓	✓	✓													
B	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
C				✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
D	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓			✓	
E	✓	✓		✓	✓			✓	✓			✓		✓		✓	✓	✓
F				✓	✓		✓	✓	✓	✓	✓	✓		✓	✓		✓	
G							✓	✓	✓		✓			✓	✓	✓	✓	✓

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V. THE FIVE COMPETENCIES

Workforce Preparedness Audit:	RESOURCES						INTERPERSONAL SKILLS							INFORMATION								SYSTEMS							TECHNOLOGY				
Grades K-2	Time	Money	Materials	Space	Personnel		Working on teams	Teaching others	Serving customers	Leading	Negotiating	Working w/ multicultural		Acquiring data	Evaluating data	Organizing files	Maintaining files	Interpreting	Communicating	Using computers		Understanding Social Systems	Understanding Organizational Systems	Understanding Technological Systems	Monitoring Performance	Correcting Performance	Designing Systems	Improving Systems	Selecting Equipment	Selecting Tools	Applying Technology to Tasks	Maintaining Technologies	Troubleshooting Technologies
Goals and Objectives:																																	
1.1	✓						✓							✓	✓																		
1.2	✓													✓	✓			✓	✓														
1.3	✓						✓							✓	✓			✓	✓														
2.1	✓													✓	✓																		
2.2	✓													✓	✓	✓		✓	✓														
2.3	✓													✓	✓			✓	✓														
3.1	✓						✓							✓	✓			✓	✓														
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3.3	✓													✓	✓			✓	✓														
4.1	✓						✓			✓				✓	✓			✓	✓														
4.2	✓											✓		✓	✓			✓	✓			✓											
4.3	✓						✓			✓				✓	✓			✓	✓														

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✓ = skills emphasized

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THE FIVE COMPETENCIES

Workforce Preparedness Audit:

Grades 3-5

Goals and Objectives:

	RESOURCES					INTERPERSONAL SKILLS						INFORMATION							SYSTEMS							TECHNOLOGY				
	Time	Money	Materials	Space	Personnel	Working on teams	Teaching others	Serving customers	Leading	Negotiating	Working w/ multicultural	Acquiring data	Evaluating data	Organizing files	Maintaining files	Interpreting	Communicating	Using computers	Understanding Social Systems	Understanding Organizational Systems	Understanding Technological Systems	Monitoring Performance	Correcting Performance	Designing Systems	Improving Systems	Selecting Equipment	Selecting Tools	Applying Technology to Tasks	Maintaining Technologies	Troubleshooting Technologies
1.1	✓					✓						✓	✓	✓		✓	✓													
1.2	✓					✓						✓	✓	✓		✓	✓													
1.3	✓					✓						✓					✓													
2.1	✓																													
2.2	✓											✓	✓	✓		✓	✓													
2.3	✓											✓				✓	✓													
3.1	✓					✓						✓	✓			✓	✓													
3.2	✓											✓	✓			✓	✓													
3.3	✓											✓	✓	✓		✓	✓													
4.1	✓					✓	✓			✓		✓	✓	✓		✓	✓													
4.2	✓										✓	✓	✓			✓	✓													
4.3	✓					✓	✓			✓		✓	✓	✓		✓	✓													

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THE FIVE COMPETENCIES

Workforce Preparedness Audit: Grades 6-8	RESOURCES					INTERPERSONAL SKILLS						INFORMATION							SYSTEMS							TECHNOLOGY				
	Time	Money	Materials	Space	Personnel	Working on teams	Teaching others	Serving customers	Leading	Negotiating	Working w/ multicultural	Acquiring data	Evaluating data	Organizing files	Maintaining files	Interpreting	Communicating	Using computers	Understanding Social Systems	Understanding Organizational Systems	Understanding Technological Systems	Monitoring Performance	Correcting Performance	Designing Systems	Improving Systems	Selecting Equipment	Selecting Tools	Applying Technology to Tasks	Maintaining Technologies	Troubleshooting Technologies
Goals and Objectives:																													
1.1	✓					✓						✓	✓	✓		✓	✓												
1.2	✓					✓						✓	✓	✓		✓	✓												
1.3	✓					✓						✓					✓												
2.1	✓																												
2.2	✓										✓	✓	✓		✓	✓												
2.3	✓										✓				✓	✓												
3.1	✓					✓						✓	✓			✓	✓												
3.2	✓										✓	✓			✓	✓												
3.3	✓										✓	✓			✓	✓												
4.1	✓					✓	✓			✓		✓		✓		✓	✓												
4.2	✓									✓	✓	✓			✓	✓												
4.3	✓					✓	✓			✓		✓	✓	✓		✓	✓												

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¹The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, June, 1991.

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THE FIVE COMPETENCIES

Workforce Preparedness Audit:	RESOURCES						INTERPERSONAL SKILLS							INFORMATION								SYSTEMS								TECHNOLOGY						
Grades 9-12	Time	Money	Materials	Space	Personnel		Working on Teams	Teaching others	Serving customers	Leading	Negotiating	Working w/ multicultural		Acquiring data	Evaluating data	Organizing files	Maintaining files	Interpreting	Communicating	Using computers		Understanding Social Systems	Understanding Organizational Systems	Understanding Technological Systems	Monitoring Performance	Correcting Performance	Designing Systems	Improving Systems		Selecting Equipment	Selecting Tools	Applying Technology to Tasks	Maintaining Technologies	Troubleshooting Technologies		
Goals and Objectives:																																				
1.1	✓													✓	✓	✓		✓	✓																	
1.2	✓													✓	✓	✓		✓	✓																	
1.3	✓													✓	✓			✓	✓																	
2.1	✓													✓	✓	✓		✓																		
2.2	✓													✓	✓	✓	✓	✓																		
2.3	✓													✓	✓	✓		✓	✓			✓														
3.1	✓						✓	✓						✓	✓			✓	✓																	
3.2	✓						✓								✓			✓	✓																	
3.3	✓													✓	✓			✓	✓																	
4.1	✓						✓	✓						✓	✓			✓	✓																	
4.2	✓											✓						✓	✓			✓														
4.3	✓						✓	✓						✓	✓	✓		✓	✓																	

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*The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, June, 1991.

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THE FIVE COMPETENCIES

Workforce Preparedness Audit:	RESOURCES					INTERPERSONAL SKILLS						INFORMATION							SYSTEMS							TECHNOLOGY				
Grades 13-14	Time	Money	Materials	Space	Personnel	Working on teams	Teaching others	Serving customers	Leading	Negotiating	Working w/ multicultural	Acquiring data	Evaluating data	Organizing files	Maintaining files	Interpreting	Communicating	Using computers	Understanding Social Systems	Understanding Organizational Systems	Understanding Technological Systems	Monitoring Performance	Correcting Performance	Designing Systems	Improving Systems	Selecting Equipment	Selecting Tools	Applying Technology to Tasks	Maintaining Technologies	Troubleshooting Technologies
English 105	✓							✓				✓	✓	✓	✓	✓	✓	✓		✓						✓	✓			
English 106	✓							✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓			
English 204 and 111	✓				✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓			

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V. Deficiencies Identified

1. Large class size hinders instructional effectiveness.
2. Students lack understanding and mastery of basic grammar/composition skills.
3. Students lack the ability to write effective paragraphs.
4. Students are not provided adequate opportunity for cooperative learning.
5. All students with remedial reading skills are not receiving the reading instruction they need.
6. Students lack opportunity for developing an understanding of computer technology.
7. A coordinated, system-wide scope and sequence of communication skills is, at this time, either grossly outdated or unavailable.
8. Tech Prep completer students are not identifiable at the present time.
9. Students exhibit weak critical thinking and analytical skills.

VI. RECOMMENDATIONS TO ELIMINATE DEFICIENCIES

1. COMMUNICATIONS SKILLS

A. Word Processing should be required for all students by ninth grade.

B. System-wide, open-ended computer labs for language arts, staffed by full time technicians, should be provided in all schools.

C. Grammar should be taught as an essential component of the English curriculum. Consequently, instruction should focus on grammar/composition skills in grades 6-8 and on grammar/composition application in grades 9-12.

D. Emphasis in composition should include: the four forms of discourse--narration, description, exposition, persuasion--and their development through such modes as cause-effect, comparison/contrast, and process analysis and use of specific, factual details.

E. Emphasis in composition should also focus on common devices and/or rhetorical elements to achieve coherence and to maintain unity.

F. Consideration should be given to personal communication (*i.e.*, thank you notes, bread and butter notes, letters, resumes, etc.),as these are becoming lost in language art forms in modern culture.

G. Students should be given greater opportunity to develop critical thinking through cooperative learning situations.

H. More in-service workshops should be provided to acquaint teachers with cooperative learning techniques and strategies for implementation and available computer enhancement software.

I. A multi-discipline approach to reading and writing selections related to research papers and/or projects is strongly encouraged.

2. **CURRICULUM ENHANCEMENT**

A. Class size should be limited to a maximum of twenty students.

B. Communication Skills teachers should revise the 1979 *Scope and Sequence*. (This preferably should be done in a summer workshop.)

C. Revised copies of the *Scope and Sequence* should be issued to all communication skills teachers.

D. A writing continuum (portfolio) should be developed whereby 4 to 9 student writings are passed from grade to grade.

E. Summer school should be for remediation or enhancement of skills *only*, not for promotion.

F. Efforts should be made to continue to update libraries with particular regard to materials used for research.

G. The College Preparatory Skills Course #464 is strongly recommended for all Tech Prep completer students.

3. **EVALUATION**

A. Tech Prep completer students must maintain a 77 grade point average in regular English or above.

B. Applied Communication should be a required course in the twelfth grade for all Tech Prep completer students.

C. Identified at risk students who score 2 or below on English II EOC should be required to take 091 and 0911 Skills Improvement in lieu of regular English III.

VII.

Communication Skills Proficiencies
Grade Level Benchmarks for Reading

Kindergarten

Kindergarten children realize that print conveys meaning and they try to read and write. They show preferences for particular books and join in to "read" a refrain in predictable books. They naturally memorize some of their favorite books and respond to literature through discussion, art, and drama. They are curious about the print that is all around them and are beginning to find out some of its secrets.

Characteristics of a Reader: Perceives self as a reader and writer.
Participates and listens during reading situations.
Joins in to read refrains in predictable books.
Develops a repertoire of favorite books, poems, rhymes, and songs.
Chooses books as a free time activity.
Engages in talk about books and stories.
Uses book language while pretending to read.
Demonstrates awareness that print conveys meaning by trying to read.

Reading Strategies: Uses strategies to gain control of print.
Uses concepts about books such as:
- . Knows the front and back of a book.
- .Turns pages correctly.

Uses concepts about print such as:
- . Knows left-to-right and top-to-bottom directionality.
- . Points to words one-to-one as teacher reads.
- . Knows concepts of word and letter.
- . Knows where to begin reading.
- . Knows letters of own name and letters from environment.
- . Recognizes own name in print.

Uses pictures as cues to meaning.

Reading Comprehension: Understands that print conveys meaning.
Discusses meaning of stories.
Responds to texts in a variety of ways such as orally, artistically, dramatically, and through other projects.
Recounts through retelling details, events, and ideas from familiar stories and other literary materials.
Recounts through retelling concepts and details from informational texts.
Comments on and reads some environmental print.
Follows pictorial directions.
Reads own dictated stories.
Demonstrates sense of story.
Pretend reads predictable pattern books.

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Kindergarten

Kindergarten students are becoming aware of the purpose of written language in the environment. They write their own names and use a mixture of drawings, letter strings, and words. Since they perceive themselves as writers, they choose to write as a freetime activity.

Characteristics of the Writer: Perceives self as a writer.
Shows preferences for particular pieces of individual or group writing.
Contributes to group stories.
Chooses to write as a free time activity.
Perceives self as a writer.
Demonstrates understanding that print conveys meaning by trying to write.
Demonstrates a knowledge of the difference between picture and print.

Composing Process: Uses strategies to gain control of print.
"Reads," understands, and explains own writing.
Writes with left to right and top to bottom directionality.
Uses letters of own name in writing.
Writes using signs, letters, and other symbols in immediate environment.

Composing Products: Uses print to convey meaning.
Copies words from signs in immediate environment.
Writes own name.
Uses a mixture of drawings and writing to convey and support an idea.
Retells story or experience using pictures and letter strings.
Dictates a personal narrative.
Draws and writes signs, labels, and notes to record observations and ideas.

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Reading
Grade 1

First graders want to read, listen to, and talk about a wide range of texts, narrative picture books, poems, short chapter books, and short informational and practical materials. They predict, sequence, and summarize story events. They expect the text to make sense, and if necessary, they make a second attempt and reread. These students take risks when reading and talk about themselves as readers.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.

Expects the text to make sense.
Reads books voluntarily and chooses own books for reading.
Talks about self as a reader.
Takes risks when reading.
Uses intonation and expression to indicate comprehension.
Relates reading to personal experiences before, during, and after reading.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

Searches pictures for clues.
Predicts based on semantic, syntactic and graphophonic cues (the initial letter, final letter, and/or letter clusters).
Searches, predicts, monitors, and cross-checks using semantic, syntactic, and graphophonic cues with teacher support and independently.
Makes a second attempt if word doesn't sound right or make sense.
Rereads to check predictions and clarify meaning.
Uses commas, end punctuation, and quotation marks as clues to meaning.
Sets purposes for reading.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.

*Reads narrative picture books, poems, short chapter books, and short informational and practical materials.
Hypothesizes and predicts to infer story events.
Identifies main idea and relevant details.
Retells and sequences story events.
Interprets, classifies, and organizes information from literary, informational, and practical texts.
Responds to texts through applications and extensions.
Draws upon prior knowledge.
Responds personally to stories, poems, informational texts, practical materials, and student-authored text.
Identifies actions and consequences in familiar stories.

***See Books by Grade Level**

First graders write to tell about an experience, to tell a story, or to describe using both words and pictures. They use phonetic spelling as a strategy. They know what letters and words are and talk about these terms when they are writing and are growing in their knowledge of standard spelling.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

Chooses writing for publishing and shares writing voluntarily.
Responds to writing of others.
Maintains a list of books read in a reading log.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.

Uses vocabulary of print such as *letter, word,* and *question mark*.
Uses invented spelling (consonants, consonant clusters, and vowels) that can generally be read by others.
Uses a prewriting activity such as drawing, brainstorming, or storyboarding with teacher support.
Revises individual or group writing by adding on in response to questions.
Uses upper and lower case letters appropriately.
Innovates on a narrative, poem, or informational text.
Experiments with a variety of sentence patterns.
Capitalizes proper nouns, the pronoun "I", and the first word in a sentence.
Writes legibly with recognizable words.
Uses words from signs and other sources in immediate environment.
Puts words together in a sentence format and writes multiple sentences on a topic.
Spells some high frequency words correctly.

Composing Products: Writes literary, information, and practical texts to convey meaning, to learn, and to clarify thinking.

Writes lists, captions, signs, notes, and letters.
Writes to tell about an experience, to tell a story, or to describe an object, person, or place.
Uses words and pictures to convey simple narrative, factual information, and ideas.
Draws and writes in learning log to record observations and ideas.

Second graders want to read, listen to, and talk about a wide range of texts including chapter books, information books, and practical materials. These students expect what they read to make sense and absorb language and ideas as they read. At this stage they are skillful and confident in using the cueing systems in concert to make predictions about words and content. They are beginning to read silently for extended periods of time for pleasure and information.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.

Chooses more than one type of book.
Shows preference for particular subjects, titles, authors, and/or illustrators.
Seeks recommendations for books to read.
Improvises in role play in response to texts.
Chooses to read when given free choice.
Reads silently for extended periods.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

Continues to predict based on semantic, syntactic, and graphophonic cues (using increasing knowledge of letter clusters and vowel patterns).
Searches, predicts, monitors, and cross-checks using semantic, syntactic, and graphophonic cues independently.
Experiments to see what makes sense.
Makes a second attempt if words or phrases do not sound right or make sense.
Reads on and rereads to check predictions and clarify meaning.
Uses analogy by identifying a word as being the same or almost the same as a known word.
Uses chunking by using familiar word parts to identify unknown words.
Reads and rereads to become an independent reader.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.

*Reads picture books, chapter books, and informational and practical materials.
Retells story recalling characters, events, setting, problem, and solution.
Discusses and expresses opinion on literary, informational, and practical materials.
Identifies relationships between characters.
Makes inferences, draws conclusions, and recalls concepts and specific vocabulary from literary, informational, and practical texts.
Discriminates between reality and fantasy.
Recognizes cause and effect relationships.
Appreciates author's humor.
Confirms and extends predictions.
Identifies and compares information.
Identifies narrator of a selection.

***See Books by Grade Level**

Writing
Grade 2

Second grade students write for pleasure, for recording observations and experiences, and for conveying information. They write sentences of their own on one topic, with a clear purpose, with some detail, and with a sense of story. They understand that text can be changed, are beginning to revise and edit, and are using more standard that invented spelling.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

Chooses to write on more than one topic.
Chooses to write for pleasure.
Writes about personal experiences in narrative writing.
Shows understanding that text can be changed by choosing to revise.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.

Uses invented spelling (consonant clusters, vowel patterns, and letter clusters) that can generally be read by others.
Uses more standard than invented spelling.
Begins to use word sources to correct invented spelling.
Checks written work by reading it aloud.
Uses a prewriting activity such as drawing, brainstorming, webbing, or storyboarding with teacher support and independently.
Revises by adding beginning, middle, or ending.
Edits for common capitalization and end punctuation.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.

Constructs several sentences on one topic in a logical order.
Shows beginning, middle, and end in narrative writing.
Uses detail in narrative and informational writing.
Produces writing and artwork to reflect understanding of text.
Writes notes, letters, and invitations with awareness of audience.
Records observations and asks and answers open-ended questions about new information or ideas by writing in learning log.
Writes in reading log/response journal to record opinions of selections read or viewed.
Creates characters, settings, and events from experience and immediate environment.
Produces writing and artwork to reflect personal response.

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Third graders read many types of texts--literary, informational, and practical. They distinguish between fact and opinion and note and chart details. These students interpret poetry and infer main ideas, lessons, or morals in a variety of prose. Students in this grade use a variety of reading strategies to construct meaning for text. They choose to read silently for extended periods of time for pleasure and information.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.

Recommends materials for others to read.
Reads materials on a variety of topics.
Reads for a variety of purposes such as for pleasure, to gain information, or to support an opinion.
Describes personal reactions to poetry, informational, practical, and narrative texts.
Perseveres when the task requires reading silently for extended periods of time.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

Continues to predict based on semantic, syntactic, and graphophonic cues (using increasing knowledge of letter clusters, vowel patterns, affixes, and roots).
Searches, predicts, monitors, and cross-checks using semantic, syntactic, and graphophonic cues independently.
Reads on and rereads to check predictions and clarify meaning.
Uses analogy by identifying a word as being the same or almost the same as a known word.
Uses chunking by using familiar word parts to identify increasingly complex unknown words.
Notes unknown words for later study.
Paraphrases information from text in own words.
Uses text aids such as headings, bold print, and italics.
Focuses on details of print only when meaning is lost.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.

*Reads literary, informational, and practical text.
Interprets poetry and recognizes stanza and rhyme as characteristics of poetry.
Infers main idea, lesson, or moral in a variety of prose including fairy tales, tall tales, fables, legends, and myths.
Compares traits of characters as evidenced in the text.
Compares and contrasts characters, events, episodes, and/ or stories.
Compares and contrasts poems, informational selections, or other literary selections.
Distinguishes between fact and opinion.
Recognizes the author's use of figurative language such as simile or metaphor.
Supports ideas by reference to evidence presented in texts.
Summarizes and records information.
Notes and charts detail.
Discriminates between cause and effect relationships.
Understands and interprets maps, charts, diagrams, and other visual representations.
Compares and contrasts information in printed and visual form.

***See Books by Grade Level**

28 688

Writing
Grade 3

Third graders write a variety of poetry and prose and can support their ideas with references to their reading. They use a variety of prewriting activities, revise their writing by adding detail, and recognize incorrect spelling.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

Shows originality in word choices.
Uses excitement, humor, suspense, originality in word choice, or some other creative element.
Creates characters and events from outside personal environment.
Writes in response to literature, informational, and practical texts.
Chooses to write for pleasure.
Begins to write for extended periods of time.
Incorporates feelings and personal experiences in narrative writing.
Uses vocabulary, ideas, themes, and structures from books in writing.
Records what the student knows, wants to know, and has learned by writing in learning log.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.

Shows recall of visual patterns by using conventional spelling most of the time.
Uses punctuation conventionally.
Assesses own performance in reading by writing in learning log.
Uses paragraphs to organize information and ideas and maintains the topic focus.
Uses a prewriting activity such as drawing, brainstorming, webbing, or storyboarding independently.
Revises by adding detail for elaboration.
Marks incorrect spelling when editing writing.
Edits to verify and self-correct spelling.
Experiments to vary word order in sentences.
Uses concepts of order and time in writing.
Critiques books in reading log/response journal by discussing what makes a good book or why a particular author or genre is preferred.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.

Writes using characters, setting, problem, and solution.
Explains in writing the main idea, lesson, or moral of a selection when appropriate.
Writes a variety of poetry and prose including fairy tales and personal narratives.
Writes practical texts such as news articles, recipes, directions and interviews.
Writes to support ideas with reference to evidence presented in text.
Expresses meaning inferred from text.

Fourth graders continue to read many types of text--literary, informational, and practical pieces. Through reading they can make connections with situations beyond their own experience. In narrative writing they recognize organizational patterns in text and motives of characters. They can make inferences, draw conclusions, and are learning to support their opinions about what they read. Fourth graders are becoming more skillful at following written directions and in reading for information in content area texts, reference materials, and periodicals.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.

Recognizes reading as a major source of information.
Describes personal reactions to narratives, biographies, and autobiographies.
Offers reasons for the feelings provoked by a text.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

Interprets new words by reference to suffixes, prefixes, and meaning of word parts.
Uses strategies of sampling, predicting, confirming, and self-correcting quickly, confidently, and independently.
Adjusts reading pace to accommodate purpose, style, and difficulty of material.
Formulates questions and finds relevant information from reading materials.
Summarizes information from literary and informational materials.
Checks for accuracy of information by using a variety of sources.
Uses print and electronic directories such as a table of contents, index, or telephone directories to locate information.
Selects books and other materials that best suit purpose.
Questions to assess point of view.
Organizes and summarizes information by using a technique such as a graphic organizer.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.

*Reads literary, informational, and practical text.
Reads materials on a variety of topics beyond personal experiences.
Recognizes the characteristics of narrative text.
Recognizes coherence, logic, and organization in narrative text.
Recognizes relatedness and sufficiency of details in narrative text.
Discusses motives of characters as evidenced in the text.
Recognizes simple themes related to personal experience.
Make inferences and draw conclusions from informational texts and stories beyond personal experiences.
Follows written instructions.
Recognizes that authors and illustrators have individual voices and styles.
Compares oral and written directions.
Analyzes the structure of an informational selection.

***See Books by Grade Level**

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Fourth graders write narratives, information articles, and practical "how to pieces." They are learning to use more detail, sequence, and description in their narratives. As members of "reading /writing groups" they can give suggestions for revision to each other. They edit their written work for basic sentence formation, usage, mechanics, and spelling.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

Writes for extended periods of time.
Selects best pieces of writing and explains reasons for selection.
Evaluates writing against external criteria.
Shares own written work with peers.
Offers reasons for feelings evoked by the writing of others.
Creates characters, settings, problems, and events from outside personal environment.
Uses a personal handwriting style that meets most handwriting needs.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.

Understands and uses stages in the process of writing with direct teacher support.
Recognizes errors in own and others' writing.
Makes comments about and gives suggestions for adding to another's writing.
Revises by sequencing events and ideas in logical order.
Experiments to combine sentences.
*Edits written work for errors in sentence formation, usage, mechanics, and spelling.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.

Writes using multiple characters and episodes with teacher support.
Writes literary, information and practical compositions with teacher support.
Writes on a variety of topics.
Assesses own growth in reading by writing in learning log/response journal.
Writes imaginative and personal narratives to develop a logical sequence of events within an overall action.
Writes imaginative and personal narratives that have a coherent, logical, and organized structure.
Writes imaginative narratives with sufficient, related detail that revolve around an event and have a resolution.
Writes personal narratives with sufficient, related detail that recount events experienced, read, or heard about.
Expresses main idea and supporting detail in descriptive writing.
Summarizes new information and ideas and discovers points not understood by writing in learning log.

***See Editing Proficiencies for Grade 4**

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Fifth graders enjoy literary pieces that are rich in descriptive detail as well as informational and practical texts. They begin to pay more attention to the relatedness and sufficiency of detail, the organization and logic of what they read, and the ways authors support ideas with evidence. They compare pieces they have read and defend their reading preferences. They detect the implied motives of characters as revealed in dialogue and action. They detect literary archetypes such as "heroes" and "villains". They recognize and use appropriate reading strategies according to purpose and type of text.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.
Reads literary, informational, and practical materials beyond personal experience.
Reads widely for pleasure, for interest, or for learning.
Makes comments and expresses feelings about characters beyond own experiences.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.
Uses print and electronic resource materials such as dictionaries, encyclopedias, and atlases.
Varies reading strategies according to purposes for reading and the nature of the text.
Selects relevant passages or phrases to answer questions without necessarily reading the whole text.
Scans, skims, or reads carefully as appropriate.
Visualizes rich descriptions in written text.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.
*Reads literary, informational, and practical text.
Recognizes the characteristics of descriptive text.
Recognizes coherence, logic, and organization in descriptive text.
Recognizes relatedness and sufficiency of details in descriptive text.
Recognizes the similarities and differences between selections.
Recognizes the organizational patterns in informational and practical text.
Discusses implied motives of characters as evidenced in the text.
Describes the function of dialogue in revealing character traits.
Recognizes the presence of archetypal characters such as hero, heroine, or villain.
Recognizes evidence presented in text that supports a recommendation, opinion, or argument.
Supports recommendation, opinion, or argument by reference to evidence presented in text.
Compares information from different sources.
Compares different versions of the same stories from different cultures.
Discusses author's purpose in a selection.
Describes links between personal experiences and arguments and ideas in text.

***See Books by Grade Level**

32

Fifth graders learn to include descriptions in their writing that provide sufficient, related detail to provide a reader with an overall impression. They include concrete images in poetry and in prose. They can complete routine forms they encounter as students and consumers and write social correspondence such as informal letters and invitations. They revise their writing for meaning and clarity and pay particular attention to organization and coherence among the paragraphs of the longer pieces they produce. In addition to revising their own written work, they give their peers revision advice as well.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

Compares personal experiences with those expressed in a peer's writing.
Makes comments and expresses ideas about the unique topics and experiences expressed in a peer's writing.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.

Selects vocabulary from reading and discussion to use in own writing.
Consults available sources to improve or enhance writing.
Revises by refining beginning and ending paragraphs.
Uses variations of letters, print styles or fonts appropriate to task.
Uses concrete images and vivid descriptions in writing poetry and prose.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.

Writes using multiple characters and episodes with teacher support and independently.
Writes literary, information and practical compositions with teacher support and independently.
Assesses individual performance on a task by writing in learning log.
Expresses main idea and uses details in expository (clarification) writing.
Writes descriptions that provide sufficient, related information to provide an overall impression or view.
Writes descriptions that have a coherent, logical, and organized structure.
Completes standard forms requiring personal information.
Writes formal letters, social letters, and invitations and distinguishes between the purposes for each.
Questions the significance, application, or relevance of new information or ideas by writing in reading log.
Reflects about, between, and beyond what is read by writing in reading log.

33

Reading
Grade 6

Sixth graders are learning to read materials with more complex characters, settings, and episodes. They read literary, informational, and practical texts from a variety of genres, subjects, authors and styles. Sixth graders learn the importance of of organization, supporting evidence, and text aids in expository text and of theme, sound, and figurative language in literary texts. They identify opposing points of view and acknowledge a range of interpretations of texts. They change reading strategies when they encounter difficulties in text and check the reliability of information in reference materials such as periodicals, charts, and maps.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.

Appreciates reading as an essential life skill.
Responds to novels, biographies and informational books through oral, artistic and dramatic projects.
Questions and reflects on issues encountered in texts.
Establishes criteria and justifies own appraisal of a text.
Acknowledges a range of interpretations of text.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

Changes reading strategies to clarify meaning.
Checks reliability of information through the use of biographies, reference books, periodicals, charts, and maps.
Analyzes use of text aids such as headings, bold print, graphics, and print styles.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.

*Reads literary materials with complex characters, settings, and episodes with teacher support .
*Reads informational and practical materials with complex vocabulary, concepts, and formats with teacher support.
Reads materials from a variety of genres, subjects, authors, and styles.
Responds to questions about a subject based on prior knowledge.
Recognizes the characteristics of expository (clarification) text.
Recognizes coherence, logic, and organization in expository (clarification) text.
Recognizes relatedness and sufficiency of details in expository (clarification) text.
Recognizes themes beyond personal experiences.
Identifies story structures and organizational patterns of text.
Discovers related ideas, concepts, and generalizations in text.
Recognizes characteristics of a particular author's style.
Recognizes the author's use of sound devises such as alliteration and onomatopoeia.
Recognizes the author's use of figurative language such as personification and hyperbole.
Identifies opposing points of view and main and supporting arguments in text.

***See Books by Grade Level**

34

Sixth graders write using multiple characters and episodes. They write on a variety of topics and in more than one genre. They express main ideas and support them with details in narrative, descriptive, and expository writing. These students use a range of writing forms and are becoming independent users of the writing process with revision focusing on the smooth flow of ideas, deleting extraneous information, and establishing personal voice. They edit their work for errors and use basic grammatical terms while conferencing about their writing with their peers and teacher.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

Recognizes the value of writing to clarify thinking, to express emotions, to make decisions, and to solve problems.
Offer reasons for the feelings provoked by text by writing in reading log/response journal.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.

Understands and uses stages in the writing process with moderate teacher support.
Revises work to improve the smooth flow of ideas and reorganizes work to make it more readable.
Revises by deleting extraneous information or ideas.
Uses a range of vocabulary and grammatical structures and forms.
Uses **basic** grammatical terms **necessary** for conferencing when revising and editing.
Evaluates the revision suggestions of others to maintain personal voice and authorship.
Selects organization and layout of written text that is accurate and appropriate for purpose, audience, and situation.
Uses concrete images and vivid descriptions in expository (clarification) writing.
Writes in a range of writing forms.
Uses repetition of sounds and words in writing poetry.
Chooses narrative, descriptive, and some forms of expository as appropriate to purpose and task.
*Edits written work for errors in sentence formation, usage, mechanics, and spelling.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.

Writes using multiple characters and episodes independently.
Writes literary, informational, and practical compositions independently.
Writes on a variety of topics and in more than one genre.
Assesses individual performance as the member of a group by writing in learning log.
Develops longer descriptions coherently.
Expresses main idea and uses details in expository (point of view) writing.
Writes expository (clarification) texts that have a coherent, logical, and organized structure.
Writes expository (clarification) texts that provide sufficient, related, elaborated reasons to clarify why a relationship exists between the writer and the subject.
Compares and contrasts ideas and information by writing in learning log.

***See Editing Proficiencies for Grade 6**

Reading
Grade 7

Seventh graders are growing in their ability to read literary texts with complex characters, settings, and episodes. They are becoming more independent as they read informational and practical materials with complex vocabulary, concepts, and formats. These students recognize archetypal characters and themes and can form generalizations about the characteristics of various genre. They recognize authors' uses of language devices and persuasive techniques. Seventh grade students can discuss effective comprehension strategies and can identify faulty reasoning in an argument. They determine the practicality and usefulness of information in light of a purpose.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.

Recognizes reading as a path to vicarious experiences.
Makes relevant, logical contributions to discussion of a selection and its effect.
Provides alternatives to author's point of view.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

Verbalizes effective and ineffective reading strategies.
Identifies resources that are needed to complete various reading tasks.
Determines the practicality and usefulness of information or ideas in light of purpose.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.

*Reads literary materials with complex characters, settings, and episodes with teacher support and independently.
*Reads informational and practical materials with complex vocabulary, concepts, and formats with teacher support and independently.
Recognizes the characteristics of expository (point of view) text.
Recognizes coherence, logic, and organization in expository (point of view) text.
Recognizes relatedness and sufficiency of details in expository (point of view) text.
Recognizes the presence of archetypal characters and themes.
Recognizes meter as a characteristic of poetry.
Identifies plot and sub-plot in novels and other literary texts.
Forms generalizations about a range of genres, including short story, novel, biography, and autobiography.
Recognizes the author's use of language devices such as sound, diction, and symbolism.
Recognizes persuasive techniques such as personality, tradition, rhetoric, and reason.
Identifies faulty reasoning in text.

***See Books by Grade Level**

Seventh graders write point of view pieces that have a coherent, logical, and organized structure and that provide sufficient, elaborated reasons to support a position. They learn to include main ideas and supporting details in argumentative writing. These students use writing logs to record their interpretations of text and to summarize key points already included in the log. Revision focuses on rearranging, deleting, or adding new ideas and paragraphs.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

Recognizes that writing can persuade and change people's actions and attitudes.
Recognizes that writing can help explore opposing points of view or all aspects of a problem or issue.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.

Writes on a variety of topics in more than one mode.
Verbalizes characteristics of effective and ineffective writing.
Uses concrete images and vivid descriptions in expository (point of view) writing.
Identifies resources that are needed to complete various writing tasks.
Revises by rearranging, deleting, or adding new ideas and/or paragraphs.
Uses writing as preparation for contributing to a discussion.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.

Writes expository (point of view) texts that have a coherent, logical, and organized structure.
Writes expository (point of view) texts that provide sufficient, related, elaborated reasons to support a position.
Expresses main idea and uses details in argumentative writing.
Uses meter when appropriate in writing poetry.
Acknowledges a range of interpretations of text and demonstrates conclusions drawn by writing in reading log/response journal.
Summarizes key points previously recorded in learning log.
Writes using appropriate genre and mode.
Uses a range of vocabulary, grammatical structures, forms and modes, effectively and appropriately for purpose and audience.

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Eighth graders read literary texts with complex characters, settings, and episodes. They read informational and practical materials with complex vocabulary, concepts, and formats. They synthesize and expand on information from a range of texts and analyze and formulate critical opinions. Eighth graders recognize authors' bias and the characteristics of argumentative texts. These students manage identified resources for their research and assess their own performance.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.

Recognizes that reading can change attitudes and behaviors.
Expresses emotional reactions and personal opinions and relates personal values to a selection or experience.
Acknowledges that there are many reasons for seeking information such as curricular pursuits, personal interests, or consumer needs.
Compares and offers critical analysis of materials presented in the media.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

Uses knowledge of word formation, sentence structure, or other context clues.
Maps out the plots and character developments in novels and other literary texts.
Supports argument or opinion by reference to evidence presented in sources outside the text.
Assesses own performance relative to material and purpose.
Manages identified resources needed to complete reading tasks.
Formulates questions about a subject based on prior knowledge.
Uses print and electronic catalogs and indices to locate materials.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.

*Reads literary materials with complex characters, settings, and episodes independently.
*Reads informational and practical materials with complex vocabulary, concepts, and formats independently.
Recognizes the characteristics of argumentative (persuasive) text.
Recognizes coherence, logic, and organization in argumentative (persuasive) text.
Recognizes relatedness and sufficiency of details in argumentative (persuasive) text.
Extracts ideas embedded in complex passages of text.
Synthesizes and expands on information from a range of texts.
Recognizes the author's bias.
Evaluates appropriateness of persuasive techniques such as personality, tradition, rhetoric, and reason.
Analyzes and formulates a critical opinion about literary and informational material.
Recognizes how sound, diction, symbolism, and figurative language interact to communicate multiple interpretations.
Discusses ways language and visuals bring characters and events to life.

***See Books by Grade Level**

Eighth graders write argumentative pieces that have a coherent, logical, and organized structure, and that provide sufficient, elaborated reasons to persuade an audience. They conference during revising and editing, using basic grammatical terms. Eighth graders can write both practical texts and critical opinions. These students edit their written work for sentence formation, usage, mechanics, and spelling.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

Appreciates writing as a major source for learning through note taking, brainstorming, listing, or writing in journals or learning logs.

Works collaboratively on a written product that expresses a response to a selection or experience.

Writes with ease in both short passages and extended writing.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.

Understands and uses stages in the writing process independently.

Writes on a variety of topics and in more than one genre and mode.

Assesses own performance relative to audience and purpose.

Manages identified resources needed to complete writing tasks.

Revises vocabulary, organization, and tone as appropriate for audience and purpose.

Chooses organization and layout appropriate for audience.

Uses literary devises and design elements as appropriate to describe, support an opinion, or persuade an audience.

Selects vocabulary as appropriate to reduce ambiguities and to indicate shades of meaning.

Uses grammatical terms **necessary** for conferencing when revising and editing.

*Edits work for errors in sentence formation, usage, mechanics, and spelling.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.

Writes arguments that have a coherent, logical, and organized structure.

Writes arguments that provide sufficient, related, elaborated reasons to persuade an audience to adopt a position.

Writes practical texts such as letters of request and complaint, application forms, or written directions.

Offers critical opinions or analysis of reading and expresses an alternate point of view of author by writing in learning log.

***See Editing Proficiencies for Grade 8**

39

Students in English I read a variety of literary and related informational texts. They develop an understanding of literary concepts, elements, and terms as a foundation for further study of world, American, and British literature. They refine their comprehension strategies and use a variety of research processes.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.

Participates effectively in creative interpretations of a selection.
Chooses works by same author or on same topic as works studied.
Compares the effectiveness of a selection in relation to others.
Discovers how a selection creates a world of its own through mood, tone, and style.
Associates personal values, experiences, and beliefs with content of selections.
Knows there are times when the most accurate and up-to-date information is needed.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

Uses reading strategies successfully in content areas and in practical situations.
Finds alternative resources both print and nonprint for research and problem-solving tasks when first choices are not available.
Explores a variety of research processes to meet information needs.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.

Recognizes supporting and contradictory information related to historical or contemporary issues.
Describes the major events in the life of an author and identifies ways in which those events may be reflected in or may have influenced the work of that author.
Recognizes the presence of archetypal characters, themes, and settings.
Makes inferences and draws conclusions based on interpretation of literary or informational materials.
Identifies how elements or aspects of a text are integrated to convey theme or central idea.
Recognizes why an author might choose one form or mode as more effective than another.
Forms generalizations about various types of poetry such as lyric, epic and narrative.
Explains textual innuendo and undertone.
Analyzes the author's use of narrative techniques such as flashback, foreshadowing, and dramatic irony.
Determines the merit of a selection in terms of its timelessness and timeliness.
Evaluates use of language devices such as sound, diction, figurative language, and symbolism.

40

Students in English I write to clarify their own thinking, express their opinions, and transmit information to others. They write about the types of literature they are studying and write different types of literature themselves. They learn writing techniques to use in other school subjects and in everyday life outside of school.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

Validates personal experience and feelings through writing.
Works collaboratively on a product that expresses a response to or an analysis of literature.
Connects text with personal experiences and to reflect on issues encountered in text by writing in reading log/response journal.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.

Finds alternative resources both print and non-print for research and problem-solving writing tasks.
Revises by altering mood, plot, characterization, or voice of a work.
Edits writing for errors in sentence formation, usage, mechanics, and spelling.
Writes about literature using narrative, descriptive, expository, and argumentative modes as appropriate to purpose and audience.
Writes in appropriate style and format of content areas with teacher support.
Chooses or creates visuals to enhance written and oral presentations.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.

Writes using complex characters and episodes with teacher support.
Writes to clarify information, give directions, or perform a task.
Analyzes, elaborates, and extends text.
Expresses initial understanding of literary genres and terminology.
Develops an interpretation of literature by exploring motivations, causes, and implications.

41

Students in English II read representative ancient and modern literature from around the world, **excluding** United States and British literature. Students learn of the influences of literature from ancient civilizations on the development of modern literature. They study representative pieces of world literature as unique reflections of their time and culture in order to understand historical and contemporary issues and events. They engage in research processes and recognize various documentation techniques.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.

Establishes criteria for evaluating the quality and importance of world literature.
Evaluates pieces of world literature as reflections of time and culture.
Demonstrates appreciation for both the commonality and diversity of human experience as reflected in selections from other times and cultures.
Recognizes the range of experience that reading provides.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

Uses text organization as an aid to comprehension of increasingly difficult content materials.
Creates clear goals when engaged in complex reading materials and tasks.
Recognizes various documentation techniques in text.
Locates, selects, and rejects important information needed to complete a task.
Engages in a research process to meet information needs.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.

Determines the appropriate level of generalization and excludes irrelevant details in literary, informational, and practical texts.
Analyzes the various ways authors use context to develop new vocabulary such as definition, restatement, example, contrasts, and inference.
Builds on unique cultural background as part of prior knowledge in order to comprehend world literature.
Interprets surface and underlying meanings in a work.
Recognizes the interrelatedness of literary elements in world literature.
Compares common themes in world literature as represented in different selections.
Uses information read in world literature to clarify or refine understanding of historical or contemporary issues or events.
Analyzes representative pieces of literature from countries around the world.
Analyzes the recurrence of motifs and archetypal characters, settings, and themes in world literature.
Compares and evaluates the effectiveness of plot, theme, setting, and characterization in world literature.
Evaluates the use of language patterns and literary devices in world literature.
Recognizes influences of literature from ancient civilizations on the development of literary movements around the world.
Recognizes a world literature selection as a unique reflection of its culture and time.

42

English II students write narrative, descriptive, expository, and argumentative types of writing as appropriate to their purpose and audience. They analyze and evaluate world literature. These students write to clarify their own thinking, express their opinions, and as a tool for learning. They edit their work for errors in sentence formation, usage, mechanics, and spelling.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.
Uses writing as a tool for learning in all content areas by notetaking, listing, and outlining.
Connects world literature text with personal experiences by writing in reading log/response journal.
Expresses personal opinion of literary selections through critiques or reviews.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.
Creates clear goals when engaged in complex writing tasks.
Writes in appropriate style and format of content areas and with teacher support and independently.
Develops criteria for works to be included in personal portfolio.
Uses one of several writing approaches such as cause and effect, comparison and contrast, or report writing as appropriate to purpose and audience.
*Edits work for errors in sentence formation, usage, mechanics, and spelling.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.
Writes using complex characters and episodes with teacher support and independently.
Writes narrative, descriptive, expository, and argumentative text which has a logical, coherent, and organized structure.
Writes text that provides sufficient/related details and/or elaborated reasons.
Develops an initial understanding of world literature text.
Clarifies an understanding of world literature by exploring motivations, causes, and implications.
Evaluates world literature as a reflection of its time and culture.
Analyzes world literature in reference to universal patterns, motifs, and archetypes.
Analyzes the use of literary elements and their interrelatedness in world literature.

***See Editing Proficiencies for English II**

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English III

Students in English III read representative United States literature. They learn of the influences of literature from earlier times on the development of modern literature. They study representative pieces of literature as unique reflections of the American experience in order to understand historical and contemporary issues and events. They determine the appropriate method of research and use both primary and secondary sources.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.

Establishes criteria for evaluating the quality and importance of United States literature.

Expresses personal response to typical American values and beliefs as reflected in selections.

Expresses personal response to unique styles of United States authors.

Uses information read in United States literature to clarify or refine understanding of historical or contemporary issues or events.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

Reformulates a reading task in the light of available resources.

Set small goals, subgoals, or milestones when engaged in complex reading materials and tasks.

Analyzes the nature of research and problem solving tasks to determine the appropriate method of research.

Develops research skills using both primary and secondary sources.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts

Analyzes text organization to comprehend increasingly complex literary, informational, and practical texts.

Recognizes literary movements and periods of United States literature.

Recognizes styles, topics, and themes characteristic of major United States writers.

Analyzes representative pieces of United States literature.

Analyzes the use of Biblical, classical, and contemporary allusions in United States literature.

Analyzes literary movements and periods of United States literature as a reflection of the American experience.

Compares and evaluates styles, topics, and themes characteristic of major United States writers.

Evaluates the use of language patterns and literary devices in United States literature.

Considers the use of idioms, dialect, and colloquialism in United States literature.

Recognizes a United States literature selection as a reflection of its cultural, social, and historical context.

Considers a selection in the light of situations, conflicts, and themes common to the American experience.

Builds on unique cultural background as part of prior knowledge in order to comprehend American literature.

Writing
English III

In English III, students write using a variety of genres, forms, and types. They document sources using simple source notation and complete complex forms. These students extend their writing beyond standard written English as appropriate to the task.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

Recognizes the range of experience that writing provides.
Connects United States literature with personal experiences by writing in reading log/response journal.
Expresses awareness of personal writing development, both strengths and long-term goals by writing in reading log/response journal.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.

Sets small goals, subgoals, or milestones when engaged in complex writing tasks.
Reformulates a writing task in light of available resources.
Develops criteria to evaluate the quality of works in portfolio.
Extends writing beyond conventions of standard written English as appropriate to task by using dialect, colloquialisms, or contemporary speech.
Writes in appropriate style and format of content areas independently.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.

Writes using complex characters and episodes independently.
Develops an initial understanding of United States literature.
Clarifies an understanding of United States literature by exploring motivations, causes, and implications.
Evaluates United States literature as a reflection of its time and culture.
Analyzes United States literature in reference to universal patterns, motifs, and archetypes.
Analyzes the use of literary elements and their interrelatedness in United States literature.
Analyzes founding documents and literature as an expression of the United States experience.
Writes reports and documents sources with simple source notation and bibliography.
Completes complex forms which seek detailed biographical and related information such as resumes, admission forms, and personal essays for college applications.

English IV

Students in English IV read representative British literature. They learn of the influences of literature from earlier times on the development of modern British and American literature. They study representative pieces of literature as unique reflections of British experience in order to understand historical and contemporary issues. These students use methods of inquiry and gather information to support a hypothesis/thesis. They establish a schedule for researching goals and assess the extent to which goals/subgoals are accomplished.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.

Establishes criteria for evaluating the quality and importance of British literature.

Uses information read in British literature to clarify or refine understanding of historical or contemporary issues or events.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

Establishes time schedule for meeting subgoals and goals when engaged in complex reading materials and tasks.

Assesses the extent to which a subgoal or goal was accomplished.

Acquires and uses methods of inquiry such as discovery learning, experimental inquiry, and investigation in interdisciplinary learning.

Locates, interprets, and presents statistical information.

Compares statistics on the same topic from different sources.

Gathers information to support a hypothesis/thesis and solve relevant problems.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.

Interprets literary, informational, and practical texts to formulate and test hypotheses and to generate sound theories and meaningful views of the world.

Recognizes literary movements and periods of British literature.

Recognizes styles, topics, and themes characteristic of major British writers.

Identifies influences on and stages of the changing English language.

Analyzes representative pieces of British literature.

Analyzes the use of Biblical, classical, and contemporary allusions in British literature.

Analyzes literary movements and periods of British literature as a reflection of the British experience.

Compares and evaluates styles, topics, and themes characteristic of major British writers.

Evaluates the use of language patterns and literary devices in British literature.

Considers the use of idioms, dialect, and colloquialism in British literature.

Recognizes a British literature selection as a reflection of its cultural, social, and historical context.

Considers a selection in the light of situations, conflicts, and themes common to the British experience.

Recognizes typically British personal values and beliefs reflected in selections.

Recognizes unique styles of British authors in relationship to literary period.

Writing
English IV

In English IV, students analyze and evaluate the literature they are studying and write different types of literature themselves. They use narrative, descriptive, expository, and argumentative writing for a variety of purposes to include finding information for, planning, and delivering a senior project presentation. They choose appropriate procedures, tools, or equipment and develop criteria for format and visuals as appropriate to a composing task.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

Connects British literature text with personal experiences by writing in reading log/response journal.

Explains personal choice of writing topics as a reflection of experience, beliefs, and values.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical tests.

Establishes time schedule for meeting subgoals and goals when engaged in complex writing tasks.

Writes criteria to evaluate quality of extended research project.

Chooses procedures, tools, or equipment (computers and related technologies) as appropriate to composing task.

Develops criteria for format and visuals to support written or oral presentation.

Chooses documentation techniques appropriate to the purpose and audience.

Assesses extent to which a writing subgoal or goal was accomplished.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.

Develops an initial understanding of British literature.

Clarifies an understanding of British literature by exploring motivations, causes, and implications.

Evaluates British literature as a reflection of its time and culture.

Analyzes British literature in reference to universal patterns, motifs, and archetypes.

Analyzes the use of literary elements and their interrelatedness in British literature.

Writes critical analysis supporting hypothesis, thesis, or own ideas with documented sources.

Identifies problems or issues, generates new ideas, and communicates ideas to others.

Justifies a position or persuades and convinces others in a manner that responsibly challenges existing procedures and policies.

Scripts material to support oral presentation of extended research project.

VII. ADDITIONAL PROPOSED PROFICIENCY STANDARDS - to be phased in incrementally

1. **Grades K-2**
   Reading on grade level

2. **Grade 3 - to be phased in by 1997**
   Reading on grade level
   Suggested 35% on EOG

3. **Grade 4-6 - to be phased in by 2000**
   Reading on grade level
   Suggested 40% on EOG

4. **Grades 7-9 - to be phased in by 2003**
   Reading on grade level
   Suggested 45% EOG

5. **Grades 10-12 - to be phased in by 2006**
   Reading on grade level
   Suggested 3.5 on EOC

X. RCC PROFICIENCIES

English 1102 Communication Skills

Upon completion of the course, the student should be proficient in:

A. Recognition of subjects, predicates and basic sentence components
B. Recognition and definition of the eight parts of speech
C. Subject and verb agreement in clause structures
D. Avoidance of common sentence mistakes (fragments, run-ons, and comma splices)
E. Writing descriptive paragraphs
F. Writing business letters, letters of inquiry, resumes, job application letters, letters of acceptance or rejection for a job offer
G. Working knowledge of the various sections of job application forms
H. Business telephone communications
I. Short oral presentations on technical/industrial subjects
J. Short business correspondence tools (i.e., memos)
K. Preparation of short, technical assembly manuals

English 204 Oral Communications

Upon completion of this course, the student should be proficient in:

A. The plan, outline, and delivery of the following types of oral presentations:
    1. Informative speeches
        a. Biographical or topical (general interest)
        b. Demonstration
        c. Short talks-announcements, presentations, acceptances
    2. Persuasive speeches
    3. Impromptu speeches
B. Participation in a formal group discussion
C. The principles of active listening
D. Listening and speaking, with an increased awareness of the vital role that nonverbal behaviors have in the oral communication cycle
E. Refined pronunciation and articulation
F. Handling stage fright through awareness of causes and remedies
G. The ability to adjust the level of language used in oral communication to subject, audience, and purpose

English 106 Composition II

Upon completion of this course, the student should be proficient in:

A. Basic grammatical principals and rules of punctuation in writing
B. The skills involved in writing effective sentences
C. The skills involved in good paragraph writing, proper outlining, and good essay writing
D. The special skills involved in writing specific types of essays, specifically comparison/contrast, causal analysis, and argumentation
E. Library research skills and the correct process for doing research
F. Documenting a research paper following the Modern Language Association (MLA) format
G. Word processing initiated in ENG 105

English 105 Composition I

Upon completion of this course, the student should be proficient in:

A. Basic grammatical principles necessary to good writing
B. The basic rules of punctuation necessary to clear writing
C. Writing a well-developed paragraph having a clear topic sentence, adequate developing sentences, and a concluding sentence
D. Use of special skills involved in writing specific types of paragraphs, specifically definition and description
E. Preparation and use of an outline for an essay
F. Writing well-developed essays that will have appropriate introductory paragraphs, clear thesis statements, adequate developing paragraphs, and sufficient concluding paragraphs
G. Use of special skills involved in writing two important types of essays: classification and process
H. Proofreading, evaluation, and revision of written work
I. Use of the library for serious research
J. Basic word processing material available through the college computer network

APPENDIX H

ARTICULATION/CURRICULUM STANDARDS K-14
RICHMOND COUNTY SCHOOLS AND RICHMOND COMMUNITY COLLEGE
FACULTY WORKSHOP

Final Report of the

Math Skills Team

July 11, 12, 13 1994

Judy Paxton ***	Terry Mercer
Marcella McDonald	Hazel Robinson
Warner Shew	Berniece Hunsucker
Bob Blackwelder	

FINAL REVISION

*** = Chairperson

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ARTICULATION/CURRICULUM STANDARDS K-14
RICHMOND COUNTY SCHOOLS AND RICHMOND COMMUNITY COLLEGE

Rationale

With the rapidity of technological advances and fierce global competition, the vast majority of our youth will need education beyond high school to become successfully employed. Tech Prep was so designed. Now we must go further to insure that by 1996, 85% of our high school students are at a proficient level to attend an institute of higher learning.

Weaknesses observed by employers of High School Graduates are in the following areas:

---Work ethics
---Ability to set goals
---Self-esteem
---Completing job applications
---Determining "best approach"
---Learning skills
---Reading, writing, and computing skills
---Listening and speaking
---Creative thinking and problem solving
---Personal management/organizational skills
---Interpersonal, teamwork and negotiational skills
---Leadership and effective organizational skills
---Motor and Hand-eye coordination

Educational systems which were developed in the early 1900's no longer meet the needs of the technology/information world of today. Schools of today should parallel the "real world" including site-based decision-making on all levels, (students, parents, faculty, and administration) such as Staff Development and Student Development are needed for restructuring our outdated mode of delivering knowledge. The integration of math and other academics with vocational education will provide the bridge for making our students successful in competing and succeeding in the global society of the 21st century.

MATH PROFICIENCY STANDARDS

A Tech Prep student should:

Master these skills for entrance into associate degree in Applied Science.

K - Counting whole numbers 10 and above.
1st - Addition 2 digit.
2nd - Subtraction 2 digit.
3rd - Multiplication 0-10.
4th - Division single digit division.
5th - Addition, subtractions, multiplication, and division. of fractions and decimals.
6th - Ratio and Proportions and Percents.
7th - Measurement and recognize geometric figures.
8th - All operations with signed #'s.

Pre - Algebra-solve simple equations. Algebra I - Evaluate.
Alg I - Evaluate Algebraic expressions.
Perform operations with polynomials.
Graph linear equations.
Factoring.
Alg IA - Evaluate Algebra expressions.
Graph linear equations.
Alg IB - Operating with polynomials.
Factoring.
Geometry - right triangles.
Similar triangles's.
Pythogorean Theorem.
Basic characteristic of plane figures.
Alg II - Systems of equations.
Inequalities.
Use graphing calculator to graph polynomials.
Use computation and application for all the above.
Mastery determined by teacher judgement.

RECOMMENDED
TECH PREP MATH TREE
GRADES 5-12TH

```
--------------------------------------------------------------------------------
                                 5TH GRADE MATH
--------------------------------------------------------------------------------
                                 6TH GRADE MATH
--------------------------------------------------------------------------------
                                 7TH GRADE MATH
--------------------------------------------------------------------------------
           8TH GRADE MATH                           PRE ALGEBRA
--------------------------------------------------------------------------------
9TH        PRE-ALGEBRA                     ALG IA                 ALG I
-----------------I----------------   -------------------I-----------------------
10TH    ALG IA   I  ALG I                  ALG IB       I INF GEOM    GEOM
-----------------I----------------   -------------------I-----------------------
11TH    ALG IB   I INF GEOM GEOM      INF GEOM  GEOM    I *ALG/GEOM   ALG II
-----------------I----------------   -------------------I-----------------------
12TH    SR MATH  I SR MATH  ALG II    ALG II    ALG II  I ALG II      ALG III
        and/or   I and/or   and/or    and/or    and/or  I   and       and/or
        INF GEOM I ALG II  *SR MATH  *SR MATH   SR MATH I SR MATH     SR MATH
```

*Contract Course: student must take and pass Alg II to get a math credit for Alg/Geom, and Consumer Math.

In general we recommend the following changes or additions:

1. Provide Staff Development for teachers and administrators to learn and put into effect a variety of teaching and learning styles. Staff Development must relate to the state math objectives and most importantly meet the needs of our students so that they are ready for the 21st century. Utilize as instructors Richmond County teachers who have previously attended training workshops.

2. Publish a newsletter, possibly an extension of the one in the pay check envelope, to contain staff development information both in and out of our county, personal staff news, school board outline for the next meeting, any staff openings, and any meetings that pertain to education.

3. A math team to work on correlating the math curriculum and unifying the county in math for grades K-14. This team would consist of a math teacher from each school/grade. The team would work collectively and in smaller teams. The recommendation from the math team would be shared with the school board and other math teachers, as **A voice for higher productivity in the math class rooms**. Materials, techniques, and resources should be shared throughout the county.

4. Banked Time should be a county venture. All schools should be dismissed on the same afternoon so that teachers from different schools can get together for planning.

5. Treat teachers as professionals, don't judge all by a **very few**.

6. Equip all schools with a math computer lab with the purposes of discovery, remediation, and tutorial. Each lab should be kept up-to-date and enable more hands-on real life activities.

7. Network all math teachers in the county via computer. Sharing is essential to productivity

8. Employ a full-time nonteaching resource person, i.e.. a MATH COORDINATOR.

9. Provide teachers with the necessary materials to teach such as NC Math Manipulatives Kit, computers, LCD's calculators, overhead projectors, good and plentiful chalkboards and tools for each student to use to master measurement (length, area, liquid and solid volume, and mass).

10. Establish a code of discipline and adhere to it. It is important from the beginning that students behave in school as if it is a workplace since it is their workplace, i.e. **Ethic Code**.

11. Establish standards for Tech Prep enrollment. Also establish Occupational enrollment standards that are valid so that students can enroll with pride. There is no shame in being employed right out of high school. Get these students educationally and emotionally ready. These students are the ones with the lowest self-esteem yet they can be excellent workers. Establish awards for these skills to recognize outstanding students.

12. Eliminate the 6 point lesson plan and allow teachers more flexibility in managing their classroom. Encourage teachers to use cooperative learning and other ways to get students to participate and work with their classmates.

13. Provide time and resources so that the math classroom at all levels can offer real problem content and students have time to learn to think and to problem solve, instead of memorizing.

14. Provide training for the teachers in various methods of student assessment.

GRADES 3-8:

Observing the data for grades 3 thru 8, we found a **dramatic drop** in scores from **3rd to 4th, 4th to 5th**, and again from **5th to 6th**. Therefore we recommend the following:

1. Provide Staff Development for teachers and administrators to review and put into effect a variety of teaching and learning styles relevant to meeting the state math objectives in grades 3-8. Utilize Richmond County teachers who have previously attended training workshops as instructors (Marcella McDonald is trained to teach third grade multiplicative techniques to teachers). Others have been trained, such as Berniece Hunsucker, in cooperative learning.

2. **Provide Teachers in grades 4 thru 6 with a daily planning period of no less than 50 minutes**.

3. Implement a year-round school where the student attends for **four 9 week** sessions with 3 weeks between each session. If the student is not working at grade level at the end of a 9 week session, he would be **required** to attend a 2 week remediation session during the 3 week period. The year-round concept includes a 6 week break during the summer!

4. Require certified teacher to teach math to the EMH, LD, BEH and other math students who need the special assistance.

5. *Require a placement test that supplies specific information (Met. Ach. Test) or (Josten) for student placement to be given at the end of the 3rd grade and 8th grade. (CPT, Accuplacer) Students with identified weaknesses in math would be remediated by a certified math teacher whose sole responsibility is remediation. Estimated cost $7500 first year and $5000 for each year after.

6. Provide a before and after-school tutorial lab for the student who is not succeeding in the classroom. Require the

student who has not met the proficient level as established by this committee to participate in a two hour per day, two day per week tutorial until he masters the material. Provide the necessary transportation for the student who is required to participate.

We recommend an all out campaign to raise the productivity of grades 4 thru 6.

GRADES 9-12:

Observing the data for grades 9 thru 12, we recommend the following:

1. A 4x4 Block schedule for GRADES 10-12. This schedule permits students to take 8 courses instead of 6 a year with 4 each semester. This type of scheduling has many advantages: **More time to work with manipulatives and time to learn to think** - makes the classtime more valuable - reduce discipline problems caused by changing class so many times.

2. Do away with summer school. If a student continuously fails then he needs counseling and so do his parents. Summer School only excuses failure instead of raising the self-esteem of the child. If we reorganize our grades 3-8 correctly, we will not have failures in high school, only students finishing at different times.

3. Require all Juniors to take the RCC placement test in the spring and further require all that are tested deficient in math to take a Senior Math Course designed for this purpose.

4. Require Senior Math to graduate, however seniors can be exempted by their score on the placement test in the spring of their Junior year. CPT would be given as Exam for Senior Math.

5. Offer to all students a test-taking skills workshop before or after school.

6. Provide a before and after-school tutorial lab for the student who is not succeeding in the classroom. Require the at-risk math student (students who made between 70 and 75 on the previous course) to participate in a two hour per day, two day per week tutorial until he masters the material. Provide the necessary transportation for the student who is required to participate.

Grades 13 & 14

Observing the data, we recommend that RCC send representatives to English classes at the beginning and end of junior year to inform students of the "open door" policy of RCC. This policy is not understood by our students. RCC representatives need to stress to the students the importance of remediating in H.S. to inable them to be successful at the community college level.

Community Recommendation:

We further challenge the Chamber of Commerce and Businesses to develop a Richmond County Parents for Education group (RCPFE). This group would pledge to encourage education in their home by:

1. Establishing time and place for studying.
2. Establish good health habits such as enough sleep, right food, and good exercise.
3. Promise to keep open communication with the school and/or teachers.
4. Encourage reading for pleasure.

Areas of Participation

1. Hospitals
2. Churches
3. Social Service
4. Businesses
5. Manufacturing Plants
6. Clubs
7. Home Extension

We support the following 2000 committee recommended actions/activities to reach objectives:

1. Encourage teachers to attend workshops involving new technology.
2. Consider ability grouping in lower grades.
3. Offer teacher training in cooperative learning techniques.
4. Intermediate grades 4-6 should consider "blocked" organizational structure to allow teachers to specialize in certain areas (math/science or English/social studies.)

***Kindergarten-grade 3**

1. Reduce the number of students in each class to a maximum of 20.
2. Designate a curriculum specialist for each school in K-3 to be responsible for developing teaching strategies and materials which encourage high-level thinking (especially responding to open-ended questions.) This person should coordinate in-service workshops to expose teachers to these strategies and materials.

***Grades 4-6**

1. Reduce class size to a maximum of 20 students.
2. Develop a resource manual of open-ended problems covering objectives for each grade. Develop a list of activities (using manipulatives) to cover each objective.
3. Offer workshops during school hours to allow teachers at each grade level to get together and share ideas and to give them the opportunity to learn new techniques and activities to help their students develop high-level thinking skills.

***Grades 7-12**

1. Limit class size to a maximum of 25 students.
2. Offer summer school for remediation and enrichment.
3. Offer Algebra IA in 8th grade.

4. Place a networked computer lab (with appropriate software) in each school that would be available to all math teachers.
5. Make the state-suggested calculator available to each student and each teacher at each grade level. Teachers should have "overhead" calculators for classroom presentations.
6. Offer teachers opportunities to receive training on new technology.
7. Designate a math coordinator for workshops and training who can serve as a liaison between the junior highs and the high school and a resource person for the teachers.
8. Develop a system-wide policy to establish the percent that the end-of course test score will count in determining the students' final grade in Algebra I, Geometry, and Algebra II.
9. Limit non-classroom activities (assemblies, fund-raisers; etc.) to one hour per week to give teachers adequate time to teach.

***Community College**

1. Increase the number of full-time mathematics instructors to a total of 3.
2. Offer all math courses every quarter or every other quarter.
3. Reduce by 25% the number of students who are required to take developmental math courses.

INDUSTRIES
BUSINESSES
TECH PREP
YOUTH APPRENTICESHIP
SCHOOL TO WORK
SCHOOLS

Richmond County Schools

YOUTH APPRENTICESHIP

PROGRAM

Joint Effort of N.C. Rural Economic Development Center,
R.J. Reynolds Tobacco Company, N.C. Department of Labor,
Richmond County Businesses and Industries,
Richmond County Schools, Richmond Community College

WHAT IS YOUTH APPRENTICESHIP?

The Richmond County Youth Apprenticeship Program is a program that integrates academic instruction, structured vocational/technical training, and paid on-the-job experience. The youth apprentices work closely with skilled workers to learn the skills associated with their chosen fields. At the end of the process, the apprentices receive nationally recognized Certificates of Completion from the North Carolina Department of Labor and are recognized as journeymen in their fields.

WHEN DO APPRENTICES WORK?

Because of the emphasis on education, Richmond County youth apprentices are expected to attend school full-time and to work at their apprenticeship sites after school hours for an average of 15 hours per week. They are also expected to work during the summer and at other non-school times, as requested by their employers.

WHO IS ELIGIBLE?

Eleventh and twelfth grade Tech Prep students are eligible to apply. See the selection criteria for further information.

WHAT ABOUT CREDIT AND GRADES?

Youth apprentices will earn one credit per year of successful participation to be applied toward their high school graduation requirements.

APPRENTICE SELECTION CRITERIA

To be eligible for participation in the Youth Apprenticeship Program, a student must:

1. Be in the 11th or 12th grade;
2. Be at least 16 years old;
3. Have a 2.5 or better overall grade point average;
4. Have passing grades in all course work;
5. Be in compliance with school attendance policies;
6. Have no out of school suspensions;
7. Be a Tech Prep student with a documented career objective;
8. Be recommended by a Tech Prep teacher-coordinator;
9. Be recommended by two other teachers, at least one of whom is in an academic discipline;
10. Be able to provide own transportation to the work site;
11. Adhere to the above criteria throughout the apprenticeship program

It is recommended, though not required, that the student be a dues-paying and active member of a vocational student organization (HOSA, VICA, DECA, FHA/HERO, FFA, TSA, or FBLA).

Exceptions to these criteria may be presented to the members of the Apprenticeship Review Committee for their consideration.

APPRENTICE SELECTION PROCESS

To be selected for the Youth Apprenticeship Program, a student must:

1. Meet all selection criteria;
2. Attend an orientation session with parent(s) or guardian(s);
3. Complete all application materials;
4. Secure three teacher recommendations, including one Tech Prep teacher-coordinator and one teacher in an academic discipline;
5. Participate in an interview with the employer;
6. Be offered a position as a Youth Apprentice by the employer;
7. Accept the offer from the employer;
8. Agree to abide by all of the guidelines and fulfill all of the responsibilities of a Youth Apprentice.

EMPLOYER RESPONSIBILITIES

1. The employer will interview the prospective apprentices recommended by the teacher-coordinator and offer an apprenticeship position to the applicant of his/her choice.
2. The employer will assist the NC Department of Labor apprentice representative and the teacher-coordinator in the development of a training plan.
3. The employer will provide employment experiences that will lead to mastery of specific job competencies by the youth apprentice (here after referred to as a student).

4. The employer will ensure that the student's employment activity will be supervised by experienced and qualified persons. All tasks will be performed with appropriate safety instructions.
5. The employer will ensure that the student will receive the same consideration given other employees with regard to safety, health, social security, general employment conditions, and other regulations of the business.
6. The employer will notify the teacher-coordinator if difficulties arise, changes are necessary, or a lay-off or termination of employment seems likely to occur.
7. The employer agrees that the apprenticeship placement is part of a student's total educational program; therefore, if the student were to leave school before graduation, be dismissed from school, or make unsatisfactory progress in any of his/her courses, then that student will forfeit the right to participate in the Youth Apprenticeship Program.
8. The employer will allow release time for the student to participate in events of the vocational organization to which the student belongs.
9. The employer will sign the Youth Apprenticeship Wage and Hour Record form at the end of each six-week grading period.
10. The employer will monitor the student's school grades and attendance, and will sign each six-weeks grade report provided by the student.
11. The employer will not discriminate against any applicant or employee because of race, creed, national origin, sex, age, or handicap.

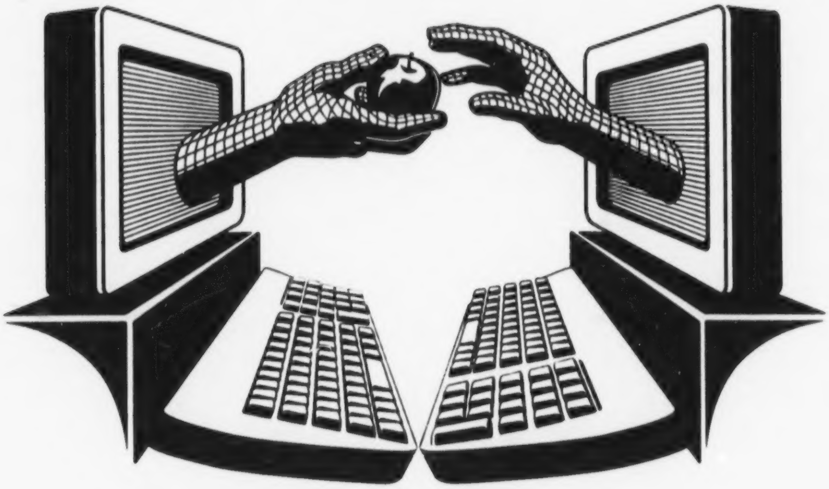
PARENT / GUARDIAN RESPONSIBILITIES

1. The parents or guardians (hereafter referred to as parents) will participate in an orientation session with the student and the teacher-coordinator.
2. The parent will work cooperatively with the teacher-coordinator to provide guidance and support for the student in all school and work experiences related to the Youth Apprenticeship Program.
3. The parent will be responsible for providing the student with a means of transportation to his or her job site.
4. The parent will sign the appropriate forms for the student to participate in the Youth Apprenticeship Program.

STUDENT RESPONSIBILITIES

1. The student will conform to all rules and regulations of the place of employment. Special attention is called to the regulations concerning dress, conduct, and attendance.
2. The student who is unable to work on a given day must notify his/her place of employment no later than 1:00 P.M. of that day. If the absence is to extend for more than one day, the student must notify the employer and the teacher-coordinator each morning.
3. The student who is absent from school will not be allowed to work on the day of the absence without prior approval of his/her teacher-coordinator.
4. The student will give school activities and requirements priority over job related tasks. If for example, a student is required by a teacher to remain after school, the student must do so.

5. The student must notify his/her teacher-coordinator of any change in work schedule or location.
6. The student will behave with honesty and integrity. A student who loses his/her job because of dishonesty on the job will be dismissed from the Youth Apprenticeship Program. Students are cautioned that such an offense is serious and will become part of their school and employment records.
7. The student will behave in a responsible manner. A student who loses his/her job because of inefficiency, lack of interest, or failure to comply with school or employer regulations will be dropped from the Youth Apprenticeship Program.
8. The student who wishes to terminate his or her work may do so only with the knowledge and consent of the teacher-coordinator.
9. The student will be expected to work according to the employer's schedule, which may include weekends and school holidays.
10. The student will maintain a 2.5 or better grade point average and will pass all school course work. Failure to maintain this standard will result in the termination of the apprenticeship.
11. The student will keep accurate records of his/her work hours and wages, and she/he will provide the teacher-coordinator a complete Wage and Hour Record, signed by the employer, at the end of each six-weeks grading period.
12. The student will provide the employer with a six-weeks grade report for the employer's signature within three days after the report is received. After receiving the signature of the employer on the report, the student will present the signed report to his/her teacher-coordinator.



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The Richmond County School System does not discriminate on the basis of sex, race, age, color, religion, national origin, or handicap in any of its educational programs or activities.

The Future Is Now!

1986-94 TECH PREP RESULTS

Richmond
County
Schools

Richmond
Community
College

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Richmond County

TECH PREP RESULTS

Richmond Senior High School

1994-95

Grades 10 - 12

	PC	TP	OP
White	69.0%	55.1%	37.1%
Minority	31.0%	44.9%	62.9%
Male	40.6%	52.7%	60.7%
Female	59.4%	47.3%	39.3%

Richmond Senior High Enrollment

1985-86	1994-95
1,813	1,529

Richmond County Schools

1994-95

Grades 9 - 12

Grade	9	10	11	12
Pre-College	46.0%	30.2%	45.2%	43.2%
Tech Prep	48.8%	49.9%	39.3%	36.0%
Occu-Prep	5.2%	8.7%	5.4%	14.4%
Other	0.0%	11.2%	10.1%	6.4%
Total #	598	761	407	361

COURSE OF STUDY ENROLLMENT

Course of Study	Grade 9	Grade 10	Grade 11	Grade 12
1985-86				
Pre-College		25.0%		
Tech Prep		0.0%		
Gen/Voc		75.0%		
1986-87				
Pre-College		25.0%		
Tech Prep		0.0%		
Gen/Voc		75.0%		
1987-88				
Pre-College		39.0%	30.0%	
Tech Prep		17.0%	30.0%	
Gen/Voc		44.0%	40.0%	
1988-89				
Pre-College		40.0%	35.0%	36.0%
Tech Prep		25.0%	15.0%	16.0%
Gen/Voc		35.0%	50.0%	48.0%
1989-90				
Pre-College	30.0%	27.0%	34.0%	33.0%
Tech Prep	31.0%	32.0%	30.0%	26.0%
Gen/Voc	39.0%	41.0%	36.0%	41.0%
1990-91				
Pre-College	32.5%	31.1%	30.1%	31.3%
Tech Prep	31.6%	30.7%	26.0%	30.3%
Gen/Voc	35.9%	38.2%	43.9%	38.4%
1991-92				
Pre-College	36.0%	32.0%	35.0%	30.0%
Tech Prep	36.0%	30.0%	28.0%	27.0%
Occu Prep	28.0%	38.0%	37.0%	43.0%
1992-93				
Pre-College	37.0%	34.0%	32.0%	35.0%
Tech Prep	36.0%	42.0%	41.0%	41.0%
Occu Prep	27.0%	24.0%	27.0%	24.0%
1993-94				
Pre-College	39.4%	32.7%	33.8%	30.7%
Tech Prep	42.5%	44.8%	46.9%	55.6%
Occu Prep	18.1%	11.7%	11.8%	7.9%
Other	0.0%	10.8%	7.5%	5.8%
1994-95				
Pre-College	46.0%	30.2%	45.2%	43.2%
Tech Prep	48.8%	49.9%	39.3%	36.0%
Occu Prep	5.2%	8.7%	5.4%	14.4%
Other	0.0%	11.2%	10.1%	6.4%

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VOCATIONAL TECHNICAL

Analysis of Enrollment In New And/Or Upgraded Vocational/Technical

	1985-86	1994-95
Textiles I, II Intro to Engineering Technology	39	35
Living Technology	0	27
Food Science	0	14
Industrial Arts	228	0
Technology Education	0	169
Principles of Technology I, II	0	79
Electricity	28	0
Electronics I, II Intro to Engineering Tech	0	48
Drafting	35	0
Computerized Drafting I, II / Intro to Engineering Tech	0	63
Graphics	31	0
Computerized Graphics I, II / Intro to Manufacturing Tech	0	38
Machine Shop	19	0
Metals Technology I, II / Intro to Manufacturing Tech	0	38
Introductions to Trade & Industry	72	0
Cosmetology	30	45
Typing I, II	609	0
Keyboarding / Word Processing I, II (Jr & Sr High School)	0	402
Accounting	205	0
Computerized Accounting I, II	0	73
Business Computer Programming	0	25
Health Occupations	64	0
Introduction to Health	0	57
Allied Health Science I, II	0	74
Medical Science I	0	28
Entrepreneurship	0	25
Auto Mechanics	30	0
Auto Technology I, II	0	27
Auto Servicing	0	17
Computer Applications	0	58
	1,318	1,342

END OF COURSE TESTING

Algebra I

	1986	1987	1988	1989	1990	1991	1992	1993	1994
Number Tested	352	387	501	506	473	431	413	403	474
Percent of Class	47.1	54.3	75.7	73.0	74.0	71.2	72.2	63.2	82.9
Average Core	32.2	36.4	35.9	35.2	37.3	37.9	37.6	39.6	40.3
Percent Core	53.6	60.7	59.9	58.7	62.2	63.1	62.6	66.0	66.08

Algebra II

Number Tested	N/A	162	255	161	224	226	255	205	222
Percent of Class	N/A	22.7	36.8	23.2	35.0	37.4	44.6	32.1	38.8
Average Core	N/A	35.8	30.2	33.3	33.2	35.1	32.7	36.0	35.0
Percent Core	N/A	64.0	53.9	59.4	59.2	62.6	58.4	64.4	62.5

Chemistry

Number Tested	N/A	N/A	N/A	215	225	234	249	149*	151
Percent of Class	N/A	N/A	N/A	31.0	35.2	38.7	43.5	23.4*	26.4
Average Core	N/A	N/A	N/A	34.3	33.2	33.3	34.9	39.2	35.2
Percent Core	N/A	N/A	N/A	57.2	55.4	55.4	58.1	65.3	58.6

DROP OUT RATE

1985-86	1986-87	1987-88	1988-89	1989-1990	1990-91	1991-92	1992-93
7.2	7.0	4.9	4.8	4.4	3.3	2.9	1.97

Unduplicated Count

GRADUATE INTENTIONS

	Four Year College	Community Trade/Tech	Military	TOTAL
1986	23.5%	26.6%	12.2%	60.3%
1987	23.0%	44.0%	13.0%	80.0%
1988	27.0%	46.0%	14.0%	80.0%
1989	34.0%	42.0%	11.0%	86.0%
1990	25.0%	52.0%	9.0%	85.0%
1991	27.3%	51.9%	7.8%	87.0%
1992	31.0%	50.0%	8.0%	89.0%
1993	31.7%	52.0%	7.8%	91.5%
1994	26.0%	54.9%	8.7%	89.6%

RICHMOND COMMUNITY COLLEGE TECH PREP PLACEMENT TEST SCORE

*all scores in percentiles

	Reading	English	Math	Algebra
1994	51%	44%	48%	69%
1993	38%	42%	45%	69%
1991-92	42%	44%	45%	53%

FOLLOW-UP SURVEY

RICHMOND COUNTY SCHOOLS

TOTAL GRADUATES

	1989	1990	1991	1992	1993
Attending Four-Year College	26.0%	31.0%	26.0%	22.0%	23.8%
Attending Community/ Jr. Colleges	41.0%	37.0%	39.0%	34.0%	35.1%
Military	9.0%	6.0%	5.0%	7.0%	5.2%
Working/Other	24.0%	26.0%	30.0%	37.0%	35.9%

TECH PREP GRADUATES

	1989	1990	1991	1992	1993
Attending Four-Year College	5.0%	22.0%	9.0%	8.0%	8.2%
Attending Community/ Jr. Colleges	61.0%	52.0%	54.0%	44.0%	43.3%
Military	4.0%	5.0%	9.0%	10.0%	6.5%
Working/Other	30.0%	21.0%	28.0%	38.0%	42.0%

For further information contact:

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(910) 582-5860

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President
Richmond Community College
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FUNDED BY:

Richmond County, NC, National Tech Prep Demonstration Site Project,
U.S. Department of Education Grant

North Carolina Department of Community Colleges
Department of Public Instruction

For more information contact:

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Richmond County Schools

M. DOUG JAMES, Superintendent

REPORT CARD

1986-1993

Six Educational Goals for Economic Growth

Teaching
Learning
Touching
Tomorrow
Today

PARENTS...
The Key To
Better Schools

GENERAL INFORMATION

State Accreditation: All Schools
Southern Association Accreditation: All Schools
State Golden Key Award Winner: For Parental Involvement, 1990-91
Five Governor's Awards of Excellence: *(In the last seven years)*
- Comprehensive Planning & System Report Card
- Vocational Test Data Bank
- Transition Class, Fairview Heights Elementary
- 15-15 Paired Program
- Tech Prep

National Tech Prep Model:
- National Tech Prep Demonstration Site
- N.C. Tech Prep Leadership Development Center
- National Tech Prep/Associate Degree Program Award

State School Press Award: For Communications Program
Facility Improvement Program:
- All Schools Air Conditioned, 1990-91
- $25,000,000 for facility improvements, 1986-95

Grants Obtained Since 1985: $12,318,000
First Homework Hotline in N.C.: Monroe Avenue Elementary; 1990-91
Teacher of the Year:
- World Teacher of the Year in German; 1991
- Regional Teacher of the Year; 1993

National Secondary School of Excellence: Richmond Senior, 1990-91
State Beta Quiz Bowl Champions: 1985, 1986, 1988, 1990, 1991, 1992, 1993
Alphaphonics Demonstration Site: Rohanen Primary School
State Dental Health Winners: Cordova, Mineral Springs, 1990-91
Annual Fine Arts Festival: *(State and Nationally Recognized)*
Rockingham Jr. High
State & National VICA, FBLA, HOSA Student Champions:
1989, 1990, 1991, 1992, 1993
Athletic Championships: 15 4A State Championships since 1973
System-Wide School Beautification Program
- L.J. Bell 1st Place State Competition, 1992
- L.J. Bell 3rd Place State Competition, 1993

North Carolina 2000 Award: For Collaboration on Long-Range Planning
Children's Center for the Handicapped: Roberdel Children's Center
School District Measurable Goals and Systemwide Report Card:
- Originated in 1986 with annual review, revision of objectives, strategies

Since 1986:
- Annual Dropout Rate decreased from 7.2% to 2.95%
- SAT Scores increased 57 points.
- Increase from 30% enrollment in pre-college course of study to 34% in pre-college and 42% in Tech Prep courses of study in 1992.

Board of Education

Danny McLean, Chairman

Charles Deane
Charles P. Harrill
Kay Hunt
Anne Morris
Beth Ray
Bruce Stanback

Central Office Staff

M.D. James, Ed.D, Superintendent

Herman A. Williams	Associate Superintendent
Larry Weatherly, Ed.D	Asst. Superintendent Personnel
Beulah McRae	Asst. Superintendent Instruction
Trent Strickland, Ed.D	Director, Federal Programs
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Linda Evans, Ed.D	Director, Exceptional Children
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Jerry Davis	Director, School Food Services
Art Stanley	Finance Officer
Steve Haymore	Computer Education
Glenda Smith	Systems Analyst
James Barber	Maintenance Supervisor
Wayne Stephens	Transportation Supervisor

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997-9805

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Ellerbe, NC 28338
652-5624

ELLERBE JUNIOR
Glenn Alexander, Principal
Route 1, Box A
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Ellerbe, NC 28338
652-2931

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Carolyn Cosby, Principal
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Rockingham, NC 28379
997-9802

Teaching - Learning
Touching Tomorrow Today

RICHMOND COUNTY'S EDUCATIONAL GOALS FOR ECONOMIC GROWTH

The Richmond County Board of Education adopted [illegible] educational goals for eco[illegible] 1988. These "results oriented" goals continue as major groupings under which all [illegible] Board Objectives can [illegible] attendance being show separately. This trend setting example of showing annual school district results is [illegible] across North Carolina and much of the nation - although in somewhat different form than [illegible]

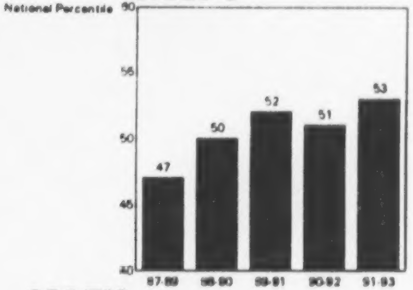
In order to clarify progress in student achievement for all citizens, [illegible] data through 1993 for comparisons. An explanation is added for the 1993 State Report Card [illegible] an updated summary of major facility improvement projects. The Six Educational Goals [illegible]

GOAL 1: IMPROVE STUDENT ACHIEVEMENT IN BASIC SKILLS

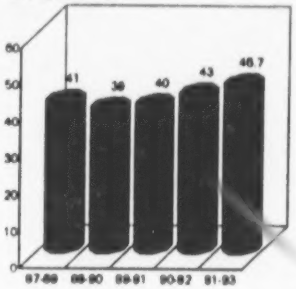
In the following graphs, Reading, Language and Math results are given in National Percentile. Grades 6 and 8 Writing are given by the percentage of students tested scoring 2.5 or higher out of a possible 4.0.

READING: *3 Year Averages*

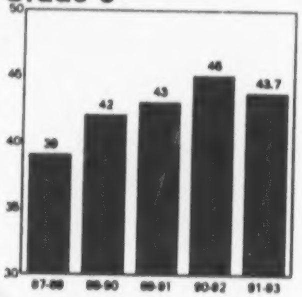
Grade 3



Grade 6

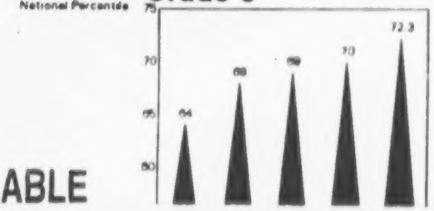


Grade 8

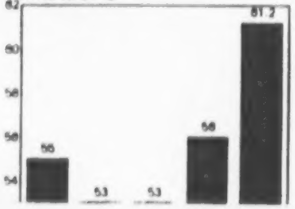


MATH: *3 Year Averages*

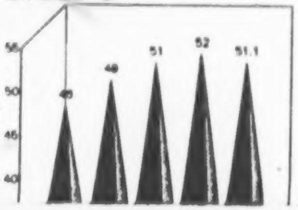
Grade 3



Grade 6



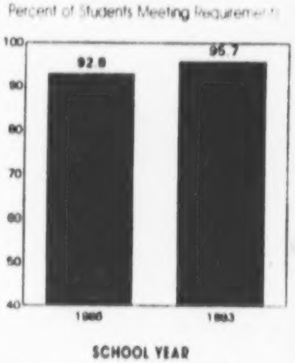
Grade 8



COMPETENCY TEST RESULTS

(High School)

READING



(10th grade [illegible]

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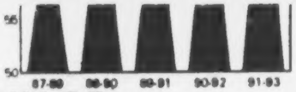
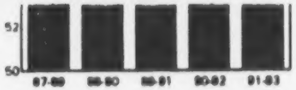
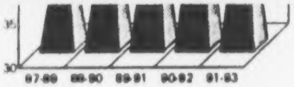
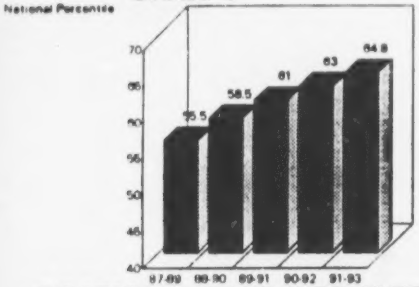




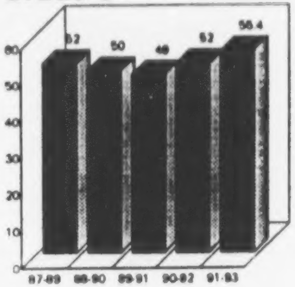


LANGUAGE: *3 Year Averages*

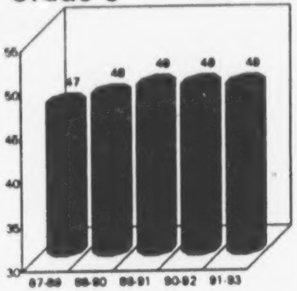
Grade 3



Grade 6



Grade 8



SCIENCE TEST RESULTS:

	Grade 3		Grade 6		Grade 8	
	1986	**1993**	**1986**	**1993**	**1986**	**1993**
Life Science	8 out of 15	10.4	8 out of 12	8.5	4 out of 12	8.5
Physical Science	9 out of 15	10.1	9 out of 12	8.5	7 out of 12	7.2
Earth Science	9 out of 15	9.4	8 out of 12	14.6	7 out of 12	15
Process	7 out of 15	9.7	4 out of 12	8.0	7 out of 12	6.7
Lower Order*	10 out of 16	n/a	10 out of 24	n/a	10 out of 17	n/a
Higher Order*	22 out of 44	n/a	18 out of 36	n/a	15 out of 43	n/a
Percentile**	40	50	42	48.8	48	47.8

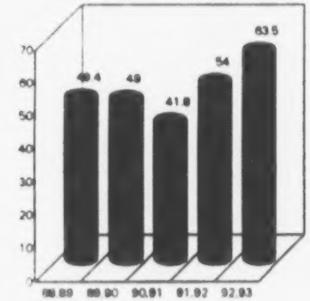
*Lower & Higher Orders = Levels of Difficulty

**Percentile = A measure (point) in a frequency distribution at or below which a given percentage of measures lie

N.C. WRITING ESSAY
2 Year Averages

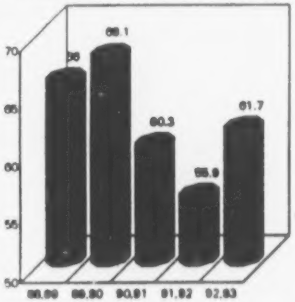
Grade 6

Percent of Students Scoring 2.5 or Higher



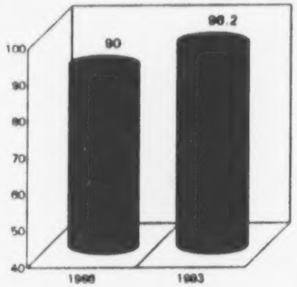
Grade 8

Percent of Students Scoring 2.5 or Higher



MATH

Percent of Students Meeting Requirements

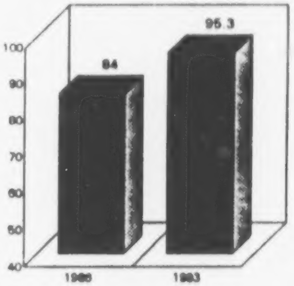


SCHOOL YEAR

(10th Grade 6th Month ADM)

WRITING OBJECTIVE

Percent of Students Meeting Requirements



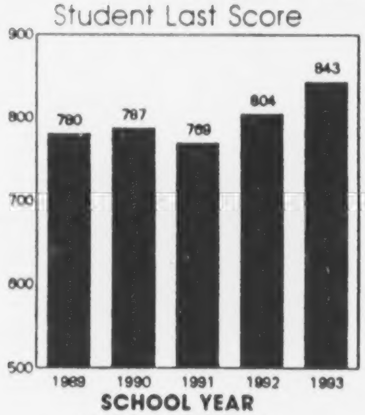
SCHOOL YEAR

(10th Grade 6th Month ADM)

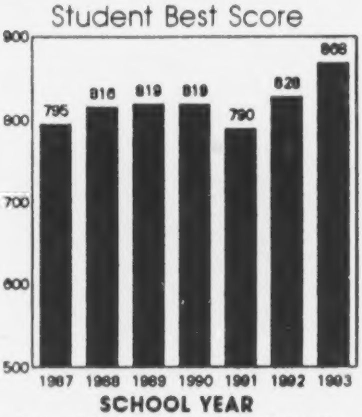
GOAL 2: INCREASE SCHOLASTIC APTITUDE TEST RESULTS

SAT TEST RESULTS

Composite Score (Verbal + Math)



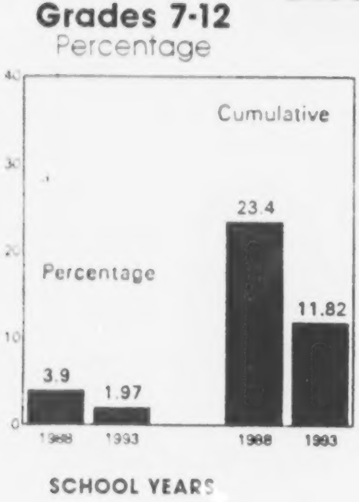
Last score for member of class

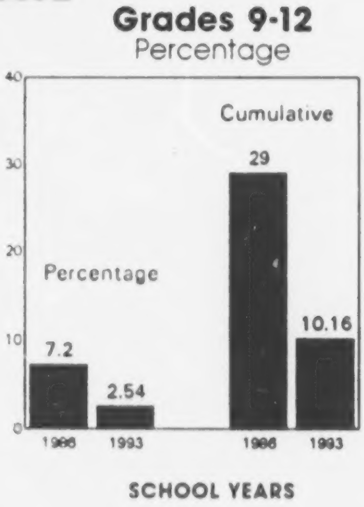


Best score for Richmond Senior High Graduates

GOAL 3: DECREASE DROPOUT RATE

DROPOUT RATE

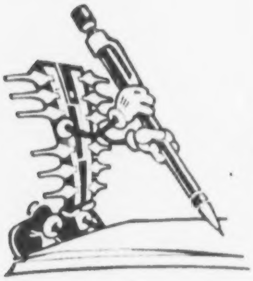




GOAL 4: INCREASE PERCENTAGE OF HIGH SCHOOL GRADUATES ATTENDING COLLEGE

GRADUATE INTENTIONS

	1986	1993
4 Year College	23.5%	31.7%
Trade/Technical	24.6%	52.0%
Military	12.2%	7.8%
TOTAL	60.3%	91.5%



GRADUATE FOLLOW UP SURVEY

	1989	1990	1991	1992
Total Graduates				
Att. 4 Yr. College	26.0%	31.0%	26.0%	22.0%
Att. Com/Jr College	41.0%	37.0%	39.0%	34.0%
Military	9.0%	6.0%	5.0%	7.0%
Working/Other	24.0%	26.0%	30.0%	37.0%
Tech Prep Graduates				
Att. 4 Yr. College	5.0%	22.0%	9.0%	8.0%
Att. Com/Jr College	61.0%	52.0%	54.0%	44.0%
Military	4.0%	5.0%	9.0%	10.0%
Working/Other	30.0%	21.0%	28.0%	33.0%
College Prep Graduates				
Att. 4 Yr. College			54.0%	55.0%
Att. Com/Jr College			35.0%	30.0%
Military			0.0%	3.0%
Working/Other			11.0%	12.0%

GOAL 5: INCREASE TECHNICAL LITERACY OF ALL STUDENTS

END OF COURSE TESTING

COURSE	Number Tested	Percent Of Class	Average Core	Percent Core
Algebra I				
1986	352	47.1	32.3	53.6
1993	403	63.2	39.6	66.0
Algebra II				
1987	162	31.7	35.8	64.0
1993	205	48.9	36.0	64.4
Biology				
1987	618	87.8	37.2	56.3
1993	454	86.5	39.5	59.8
Geometry*				
1989	331	51.6	33.4	55.6
1993	224	42.7	37.3	62.1
Chemistry**				
1989	215	46.1	34.3	57.2
1993	149	35.6	39.2	65.3
U.S. History				
1988	490	70.8*	37.5	62.5
1993	421	100.0*	43.8	73.0
English I				
1990	574	89.7	60.1	60.1
1993	591	92.6	63.9	63.9

*Geometry: Over 150 students were enrolled in informal Geometry and not administered the end-of-course test. They will be tested in 1994.

**Applied Biology/Chemistry (ABC) implemented 1992-93 with 93 students enrolled. The 149 pre-college chemistry students were EOC tested with ABC students to be EOC tested Spring 1994.

NOTE: Number tested is the number of students who took each respective test. Percent of class is the total number of those students divided by the number of students in each respective grade. It is an estimate of the percent of the class which will take each respective curriculum program before leaving high school. Average core is the average of the entire group while percent core is the expression of numerics in percentages.

*70.8 represents percentage of 9th grade 1st month students taking U.S. History in 1988.

*100.0 represents percentage of 11th grade 9th month students having taken U.S. History in 1993.

PERCENTAGE OF ENROLLMENT BY PROGRAM OF STUDY

(1986 Percentages are averages of Grades 10, 11, & 12)

	Grades 10-12		Grade 9
Program of Study	**1986**	**1992-93**	**1992-93**
Pre-College	30.0%	34.0%	37.0%
Tech-Prep	0.0%	41.0%	36.0%
Occu-Prep	0.0%	25.0%	27.0%
Gen-Voc	70.0%	0.0%	0.0%

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GOAL 6: IMPROVE STUDENT ATTITUDES TOWARD SCHOOL & LEARNING

An excellent indicator of improved student attitudes toward school and learning is reflected by the rise of percentages for student attendance as indicated by the relative scores of 1986 and 1993 as shown below.

PERCENTAGE OF STUDENT ATTENDANCE

1986	1993
93.97%	94.8%

SUMMARY

The Richmond County Board of Education and administration are pleased to submit the 1993 Report Card to the parents and citizens of Richmond County. Richmond County Schools met or surpassed 84 percent of the 45 measurable objectives in 1992 as compared to 76 percent in 1991. Seventy-eight percent of our schools met 75 percent or more of their local school objectives which are synchronized with the system objectives.

We are very pleased that our overall academic achievement continues to improve, the dropout rate is less than half the 1986 rate and the percentage of our graduates continuing their education beyond high school is up substantially. This achievement has not been easy. Committed, hard working staff members, involved parents and supportive citizens, political and business leaders have all contributed significantly to meeting the goals.

Our staff, school board and members of the community are currently developing objectives and plans through 1996 and 2000. We must continue to raise educational standards and expectations of students, schools, parents and the entire community to enable our youth to be competitive nationally and internationally. Your strong support and commitment to educational reform and progress is appreciated.

M. DOUGLAS JAMES, Ed.D

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Participating educational agencies are equal opportunity institutions and equal opportunity employers.

NORTH CAROLINA
Tech Prep
ASSOCIATE DEGREE

North Carolina Tech Prep Leadership Development Center

Funded by: *North Carolina Department of Community Colleges*
Department of Public Instruction
Science and Mathematics Alliance
Rural Economic Development Center, Inc

For more information, contact:
Myrtle D. Stogner, N.C. Tech Prep Center Director
Box 1189 • Hamlet, North Carolina 28345
Telephone (919) 582 7187   FAX (919) 582-7028

These brochures were printed at a cost of $.20 each

Participating Educational Agencies are Equal Opportunity Institutions and Equal Opportunity Employers.

Why Tech Prep?

Competition for new businesses and industries is fierce. Just as the United States is in competition with other countries in the world marketplace, each state in this country is competing for new and expanding industries and economic growth. Likewise, each county and city in North Carolina is in competition for new job opportunities for its citizens. To be truly competitive, we must offer more.

There's always been a close connection between the educational level of the citizens of a community and its economic growth and development. The TECH PREP program provides students an opportunity to become part of a technically sophisticated workforce which can attract new industries and businesses.

A high school diploma is no longer the ticket to a good paying job. We need to consider the idea that a person's education should span at least 14 years - high school plus two years at a technical or community college and the commitment to lifelong learning.

The job market doesn't demand a great number of four-year college graduates. It does, however, demand employees who can solve technical problems and share ideas with others.

The TECH PREP program was developed to guide students into courses which will form a firm academic and technological foundation on which to build their futures.

What is Tech Prep?

TECH PREP is a concept designed to meet the need for more students to enter the American workplace with at least an associate degree level of education.

TECH PREP is:
- A college prep parallel course of study.
- A course of study for technical careers.
- A focusing of the "Middle Majority."
- A blending of academic and vocational/technical competencies.
- An upward direction for "drop-downs."
- A raising of the level of expectations for the "Neglected Majority" student.
- A 4+2 concept with implications for K-14.
- A total community **leadership** effort.
- A partnership effort between secondary schools, post-secondary schools, business/industry, community leaders, parents and students.

Goal:

More than 85% of all students will complete college prep or tech prep course of study, enter and complete post-secondary education and enter the work place appropriately prepared.

Course of Study Criteria

Preparing Students To Successfully Enter Associate Degree/Applied Science Programs

... **Grade level or above mastery in all courses**

... **Math sequence leading to/toward Algebra II completion**

... **Science sequence including higher level science related to career cluster**

ex. - Physics or Principles of Technology, Chemistry, Applied Chemistry, Anatomy, Physiology, Advanced Biology, etc

... **Vocational/Technical course sequence related to career goal required.**

Courses available must be technologically appropriate for the 90's and upgraded to include:

*•Computer-assisted learning
•Scientific principles/concepts
*•Integration/application basic skills
*•Higher order thinking, decision making, problem solving skills
•State of the art technology

*Applies to All Courses

How to implement?

Administration and staffs from public schools and post-secondary educational agencies plan and implement the program together.

A successful Tech Prep program will include

Secondary and Post Secondary Educational Administrative Commitment to Tech Prep

... **General Staff Orientation**
- Changing needs in workplace and resultant educational needs for "Neglected Majority" students

... **Articulation - Curriculum Review**
- Develop 4+2 program
- Close curriculum gaps
- Identify areas students begin to fall behind
- Eliminate unnecessary overlaps
- Provide for advanced placement
- Business/Industry input
  (Curriculum teams should include: Language, Math, Science, Social Studies, Guidance, all vocational/technical areas)

... **Tech Prep Course of Study**
- Clearly communicated to parents and students beginning at 8th grade level
- Require students to select course of study prior to registration for ninth grade

... **Staff Training**
- (Examples) learning styles, motivational strategies, teaching students to apply, state-of-the-art technology

... **Comprehensive Career Guidance Program K-14**

... **Extensive Internal and External Marketing**
- Educators
- Students
- Parents
- Employers
- Entire Community

... **Monitor Results**
- Course of Study enrollment
- Algebra enrollment
- Advanced Science enrollment
- Drop out rate
- SAT Score
- Graduation intentions
- Follow up after graduation
  - 4-year college
  - 2-year college
  - Military
  - Work place

... **Review and Revise Annually**

NORTH CAROLINA

Tech Prep

ASSOCIATE DEGREE

AN EDUCATIONAL FOCUS FOR THE MAJORITY

TECH PREP CRITERIA

A TECH PREP STUDENT MUST COMPLETE:

. . . A four year Career Development Plan updated annually

. . . A Tech Prep Course of Study commitment form in 8th grade

. . . *All graduation requirements at the regular or pre-college level

. . . *A Math course sequence to include Algebra I and Geometry with a recommendation of Alegbra II (required for engineering and health career cluster/major)

. . . *A Science course sequence that includes Physics, Principles of Technology I and II, Chemistry, Anatomy/Physiology or Advanced Biology as appropriate to chosen career cluster/major (minimum of 3 sciences)

. . . *A technical course sequence (Level I and II) as related to chosen career cluster/major and

. . . *Enter an apprenticeship program in 11th grade and/or Tech Prep Associate Degree program at a community college upon graduation

RECOMMENDED:

. . . Completion of 2 years of foreign language

. . . Completion of math and foreign language during the 12th grade

***IF ALL ABOVE * CRITERIA ARE NOT COMPLETED, A STUDENT WILL NOT GRADUATE CERTIFIED AS A HIGH SCHOOL TECH PREP COMPLETER**

Richmond County And Tech Prep

Competition for new businesses and industries is fierce. Just as the United States is in competition with other countries in the world marketplace, each state in this country is competing for new and expanding industries and economic growth. Likewise, each county and city in North Carolina is in competition for new job opportunities for its citizens. To be truly competitive, we must offer more.

There's always been a close connection between the educational level of the citizens of a community and its economic growth and development. The TECH PREP program provides Richmond County students an opportunity to become part of a technically sophisticated workforce which can attract new industries and businesses.

Parents, when thinking of your children's future, think TECH PREP. The TECH PREP program can give your son or daughter the competitive edge needed to get a good job.

For More Information

Contact the Principals' and Guidance Counselors' Offices at the following schools:

Richmond Senior High	997-9812
Ellerbe Junior High School	652-3231
Guidance Office	652-5636
Hamlet Junior High School	582-7903
Guidance Office	582-7904
Rockingham Junior High School	997-9827
Guidance Office	997-9828
Rohanen Junior High School	997-9824
Guidance Office	997-9842

Mrs. Martha Webb or Dr. Ben Jones at the Administrative Offices, 582-5860

Participating Educational Agencies are Equal Opportunity Institutions and Equal Opportunity Employers

Funding Source: Richmond County Tech Prep National Demonstration Site Project, U.S. Department of Education
These brochures were printed at a cost of $ 178 each

A Message To PARENTS

TECH PREP

a course
of study
for a brighter
future
for
YOUR CHILD

TECHNICAL COURSE OPTIONS

Engineering

(Industrial, Mechanical, Agriscience, and Electrical)

Principles of Technology I & II; Drafting I & II; Electronics I & II; or Metals Manufacturing I & II; Automotive Technology I & II; Textiles Technology I & II; Graphic Industrial Communications I & II; Introduction to Engineering Technology; Carpentry I & II; and Masonry I & II.

This course of study prepares graduates to enter Richmond Community College's Electronics Engineering Technology, Industrial Maintenance, Electrical Installation and Maintenance, Machinist, Architectural Drafting, Vending Machine Maintenance, and Electronic Servicing programs.

Business

Keyboarding I & II, Computer Applications, Computerized Accounting I & II, Shorthand/Speedwriting I & II, Office Technology/Procedures I & II, Business Computer Programming, Business Law, Marketing, Fashion Merchandising, Marketing Management.

The Business cluster prepares graduates to enter RCC's Accounting, Business Administration, Business Computer Programming, General Office Technical Specialty and Secretarial/Executive programs.

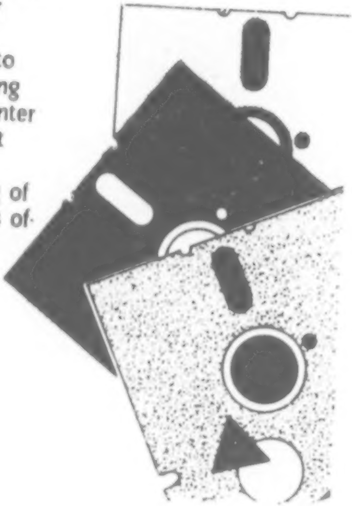
Health & Human Services

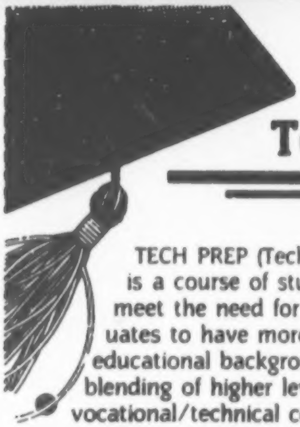
Allied Health I & II, Medical Sciences I & II, Biomedical Technology, Living Technology, Parenting and Child Development, Foods and Nutrition, Interior Design and Housing, Food Production, Child Care Services, Food Science, Cosmetology, Keyboarding.

Graduates are prepared to enter RCC's Associate Degree Nursing, Practical Nursing, Criminal Justice and Human Services Technology programs.

Other

Guidance counselors will help students interested in other career fields prepare their schedules. Course schedules leading to careers in everything from Child Care Center Operator to Cabinet Maker have been developed. A listing of community colleges offering related coursework will be provided.





What Is Tech Prep?

TECH PREP (Technical Preparation) is a course of study designed to meet the need for high school graduates to have more technically oriented educational backgrounds. Through a blending of higher level academic and vocational/technical courses, TECH PREP prepares students for the advanced courses required by two-year technical and community college programs and apprenticeships.

There are three major career clusters in TECH PREP: Engineering (Industrial, Mechanical, Agriscience, and Electrical), Business, and Health/Human Services.

The Tech Prep Course of Study effort began in Richmond County in July 1984 with an articulation of vocational/technical curriculum at both Richmond County Schools and Richmond Community College. The resulting advance placement agreements continue to be updated and revised but remain in effect. In July 1986 Superintendent M. Doug James and President Joseph Grimsley began dialog to define a Tech Prep course of study which significantly raised the expectations for students traditionally not seeking a baccalaureate degree. Both Boards met in December 1986 and pledged to support the effort to prepare all students for the information economy they will enter.

Eleven years later, the Richmond effort has received state and national acclaim and has encouraged many students to pursue more challenging learning. Results indicate that higher math participation and achievement have significantly improved, the drop out rate has dramatically decreased, more students have focused on technical clusters, and students pursuing post-secondary education have increased. **The results do indicate that pursuing a TECH PREP course of study will work for you!**

Why The Need For A Tech Prep Program?

A high school diploma is no longer the ticket to a good paying job. We need to consider the idea that a person's education should span at least 14 years - high school plus two years at a technical or community college.

The job market in Richmond County doesn't demand a great number of four-year college graduates. It does, however, demand employees who can solve technical problems and share ideas with others.

The TECH PREP program was developed to guide students into courses which will form a firm academic and technological foundation on which to build their futures.

Decisions, Timetables, And Commitments

Ideally, eighth grade students registering for their ninth grade classes would choose to enter and continue through the TECH PREP program. Students in other grades may enter the program if they meet the prerequisites for the higher level course.

A sample of suggested course schedules is printed in the Richmond Senior High School Catalog which will be distributed in January. Parents are encouraged to review the material on TECH PREP and help their children make wise decisions about course selections.

Students enrolled in TECH PREP are not "locked-in" to the program or to attending RCC. The program is only a guideline to ensure the student's proper preparation to meet the demands of technical and community colleges.

RICHMOND
COUNTY
SCHOOLS

RICHMOND
COMMUNITY
COLLEGE

TECH PREP

*Opening
the
Doors*

*To a
Brighter
Future*

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HISTORY OF TECH PREP IN RICHMOND COUNTY

The Tech Prep Course of Study effort began in Richmond County in July 1984 with an articulation of Vocational/Technical curriculum at both Richmond County Schools and Richmond Community College. The resulting advanced placement agreements continue to be updated and revised but remain in effect. In July 1986 Superintendent M. Doug James and President Joseph Grimsley began dialog to define a Tech Prep course of study which significantly raised the expectations for students traditionally not seeking a baccalaureate degree. Both boards met in December 1986 and pledged to support the effort to prepare all students for the information economy they will enter.

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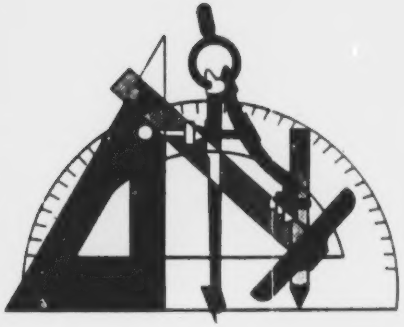
Funding Source: Richmond County Tech Prep National Demonstration Site Project, U.S. Department of Education
These brochures were printed at a cost of $.289 each

FOR MORE INFORMATION

Contact
Herman A. Williams, Superintendent of Richmond County Schools
Post Office Box 1259, Hamlet, North Carolina 28345
Telephone: (910) 582-5860

Mr. Joe Grimsley, President, Richmond Community College
Post Office Box 1189, Hamlet, North Carolina 28345
Telephone: (910) 582-7000

Participating Educational Agencies are Equal Opportunity Institutions and Equal Opportunity Employers



WHAT IS TECH PREP?

Tech Prep is a blend of academically challenging communications, math, science and vocational/technical courses that relate to your interests and aptitudes and lead to an associate degree in Applied Science or a two year Apprenticeship Certification beyond high school.

WHY TECH PREP?

More than 85% of all jobs available in the twenty-first century will be based on high technology, advanced communications and problem solving skills. The Tech Prep course of study is designed to assure that you are prepared to enter the workplace with globally competitive skills.

Your chances for success will be directly related to your serious pursuit of a rigorous communications, mathematics, science and technical course of study at both the secondary and post secondary levels.

TECH PREP CRITERIA

A TECH PREP STUDENT MUST COMPLETE:

. . . A four year Career Development Plan that is updated annually

. . . A Tech Prep Course of Study commitment form in 8th grade

. . . *All graduation requirements at the regular or pre-college level

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Richmond County Schools - Richmond Community College
Tech Prep Course of Study Options

1995-1996

My career goal is ______________________________

Check as Completed

Reg. - Regular
CP - College Prep
*Vocational/Technical

GRADE	ENGINEERING (industrial, mechanical, electrical, agriscience)	HEALTH/HUMAN SERVICES	BUSINESS
9	☐ Reg./CP English ☐ Algebra I/IA ☐ Government and Economics ☐ Health and Physical Education ☐ Physical Science/Arts Education ☐ Technology Education ☐ *Introduction to Agriscience (Rockingham Junior Only)	☐ Reg./CP English ☐ Algebra I/IA ☐ Government and Economics ☐ Health and Physical Education ☐ Physical Science/Arts Education ☐ *Living Technology	☐ Reg./CP English ☐ Algebra I/IA ☐ Government and Economics ☐ Health and Physical Education ☐ Physical Science/Arts Education ☐ *Keyboarding
10	☐ Reg./CP English ☐ Algebra I/IB, Geometry, Informal Geometry ☐ World Geography Reg./CP ☐ Reg./CP Biology ☐ *Principles of Technology I ☐ *Horticulture I ☐ *Introduction to Engineering Technology ☐ *Introduction to Manufacturing Technology ☐ *Textile Technology I ☐ *Introduction to Construction Technology	☐ Reg./CP English ☐ Algebra I/IB, Geometry, Informal Geometry ☐ World Geography Reg./CP ☐ Reg./CP Biology ☐ Reg./CP Psychology/Sociology ☐ *Biomedical Technology/Health Team Relations ☐ *Parenting and Child Development ☐ *Interior Design and Housing ☐ *Foods and Nutrition ☐ *Cosmetology I ☐ *Food Science	☐ Reg./CP English ☐ Algebra I/IB, Geometry, Informal Geometry ☐ World Geography Reg./CP ☐ Reg./CP Biology ☐ *Computerized Accounting I ☐ *Keyboarding ☐ Computer Applications ☐ *Advanced Keyboarding/Document Processing ☐ *Fashion Merchandising ☐ *Speedwriting I
11	☐ Reg./CP English ☐ Geometry, Algebra I/IB, Informal Geometry ☐ United States History Reg./CP ☐ Principles of Technology I/II ☐ *Auto Technology I ☐ *Carpentry I ☐ *Ind. Coop. Training I ☐ *Metals Technology I ☐ *Graphics I ☐ *Technical Drafting I ☐ *Textile Technology I, II ☐ *Electronics I ☐ *Masonry I ☐ *Horticulture II	☐ Reg./CP English ☐ Anatomy/Physiology ☐ Geometry, Algebra, I/IB, Informal Geometry ☐ United States History Reg./CP ☐ Reg./CP Chemistry ☐ *Allied Health I/Medical Science I ☐ *Clothing and Textiles ☐ *Foods and Nutrition ☐ *Parenting and Child Development ☐ *Interior Design and Housing ☐ *Child Care Services I ☐ *Food Production and Management I ☐ *Home Economics Cooperative Ed. I ☐ *Cosmetology II ☐ *Food Science	☐ Reg./CP English ☐ Geometry, Algebra I/IB, Informal Geometry ☐ United States History Reg./CP ☐ Science Elective (if Physical Science is not taken) ☐ *Office Technology and Procedures I ☐ *Speedwriting I, II ☐ *Computer Applications ☐ *Advanced Keyboarding/Document Processing II ☐ *Business Computer Programming ☐ *Computerized Accounting ☐ *Marketing ☐ *Marketing Management ☐ *Fashion Merchandising ☐ *Graphics I
12	☐ Reg./CP English ☐ Geometry, Algebra II ☐ Principles of Technology I/II ☐ *Entrepreneurship ☐ *Agriculture Cooperative Ed ☐ *Auto Technology II ☐ *Electronics II ☐ *Technical Drafting II ☐ *Ind. Coop. Training I, II ☐ *Metals Technology II ☐ *Masonry II ☐ *Textile Technology I, II, III ☐ *Graphics II ☐ *Carpentry II ☐ *Horticulture II, III ☐ Technology Studies	☐ Reg./CP English ☐ Geometry, Algebra II, Informal Geometry ☐ Anatomy and Physiology ☐ *Entrepreneurship ☐ *Allied Health II/Medical Science II ☐ *Clothing and Textiles ☐ *Foods and Nutrition ☐ *Interior Design and Housing ☐ *Parenting and Child Development ☐ *Child Care Services II ☐ *Food Production and Management II ☐ *Cosmetology III ☐ *Home Economics Cooperative Ed. II ☐ *Food Science	☐ Reg./CP English ☐ Geometry, Algebra II, Business Math, Informal Geometry ☐ Applied Communications ☐ *Entrepreneurship ☐ *Office Technology and Procedures II ☐ *Advanced Keyboarding/Document Processing II ☐ *Shorthand/Speedwriting I, II ☐ *Business Computer Programming I, II ☐ *Computer Programming ☐ *Business Law ☐ *Computerized Accounting I, II ☐ *Fashion Merchandising ☐ *Marketing ☐ *Marketing Management ☐ *Graphics II
13	☐ †Electrical Installation ☐ †Industrial Electronics ☐ †Industrial Maintenance ☐ †Machinist ☐ †Industrial Production Operations	☐ †Practical Nursing Education (LPN)	☐ †Industrial Productions Operations
14	☐ Electronic Engineering Technology ☐ Mechanical Engineering Technology	☐ Associate Degree Nursing (RN) ☐ Criminal Justice ☐ Human Services Technology	☐ Accounting ☐ Business Administration ☐ Microcomputer System Technology ☐ Administrative Office Technology

†Must be part of an apprenticeship program

Putting it Together

TIMETABLES

The TECH PREP campaign usually begins in January with workshops, assemblies, and initial publicity. While catalogs are distributed to students in late January, TECH PREP brochures are distributed to employers for distribution in employee paychecks. Radio and newspaper advertisements encourage parents to sit down with their child and review TECH PREP material. Registration cards are to be returned in late March.

DECISIONS

Ideally, eighth grade students registering for their ninth grade classes would choose to enter and continue through the TECH PREP program. Students in other grades may enter the program if they meet the prerequisites for the higher level courses.

Students are aware they are not "locked-in" to TECH PREP or to attending Richmond Community College. Since they are taking higher level courses, they are actually more flexible in changing their career direction.

OPTIONS

Guidance counselors will help students interested in other career fields prepare their schedules. Course schedules leading to careers in everything from Child Care Center Operator to Cabinet Maker have been developed. A listing of community colleges offering related coursework will also be provided.

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Revised 1/4/95

RICHMOND COUNTY SCHOOLS
Calendar of Events
1994 - 1995

Date	Activity	Person Responsible
Oct. 26	Review calendar of events	Tech Prep Steering Committee
Oct. 4 - Nov. 30	Update Curriculum Catalog/Brochures	Beverly Carnes
Nov. 28 - Dec. 6	Tech Prep Senior Day	R. Robertson, D. Adeimy, M. Webb, J. Wester, J. Love
Dec. 1 - Dec. 16	Print Catalogs	J. Frye
Nov. 28 - Dec. 9	Administer DAT Test to 9th Graders	Counselors, T. Strickland
Jan. 2-13	Tech Prep CPT Testing (11th graders) Posttesting (12th Graders)	R. Robertson, J. Wester, J. Melton
Jan. 18	Registrars, Jr. & Sr. Counselors Meeting 1:00 at RSHS	R. Robertson, B. Carnes, Counselors, Principals
Jan. 19	RSHS TP Orientation 9:30 - 10th Graders 10:30 - 11th Graders PC, TP, OP Orientation, RSHS Faculty 3:15	Business/Industry Team H. Williams, J. Grimsley M. Webb, J. Wester R. Robertson, H. Williams
Jan. 24	Issue Curriculum Catalogs	H.R. Teachers
Jan. 25	Teacher Orientation (PC, TP, OP Curriculum) Ellerbe & R'ham Jr. at R'ham Jr. - 3:30	M. Webb, H. Williams, B. McRae, J. Langley, G. Alexander
Jan. 26	Teacher Orientation (PC, TP, OP Curriculum) Hamlet & Rohanen Jr. at Hamlet Jr. - 3:30	H. Williams, M. Webb, B. McRae R. Beck, J. Richardson
Jan. 25-26	9th Tours/Orientation at RSHS-9:00 (cafeteria) Career Cluster Exhibits (gym) (1/25 - Rohanen & Hamlet) - (1/26 - R'ham & Ellerbe)	J. Ethridge, M. Webb, R. Robertson Bus./Ind. Team, J. Wester, Voc. Ed. Teachers H. Williams, J. Grimsley,
Jan. 27	7th & 8th grade Career Orientation at Junior Highs (R'ham Jr. 8:30; Ellerbe Jr. 10:00; Hamlet Jr. 2:00; Rohanen Jr. 1:00)	Bus./Ind. Team, M. Webb J. Wester, H. Williams, J. Grimsley
Jan. 24 - Jan. 27	DAT Results to Students	Counselors, T. Strickland
Feb. 1-13	Radio Spots, TP Tapes on Channel One, Cablevision Spots, Billboard Ads, Newspaper Ads	M. Webb, J. Grimsley R. Robertson, B. Jones
Feb. 6	Issue Course of Study Committment Forms (Grades 9-11)	Counselors, H.R. Teachers
Feb. 10	Collect Course of Study Committment Forms (grades 9-11) Issue Registration Cards (grades 9-11)	Counselors, H.R. Teachers
Feb. 7	Business/Industry Luncheon	RC College
Feb. 13 - Mar. 31	Registration (grades 9 - 11)	Counselors, Registrars, H.R. Teachers
April 3 - April 28	Registration Cards Checked	B. Carnes, Registrars
May 1 - May 12	Prepare Student Schedules	B. Carnes, S. Adcock
May 22	Issue Class Schedules for 1993-94	RSHS

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TECH PREP

____________ IMPLEMENTATION TIMELINE

COMPLETION DATE	TASK	RESPONSIBLE	PERSONS INVOLVED
________	•Steering Committees organized	________	•President •Superintendent
	•Administrative staff, board of education, board of trustees provided project orientation	________	•Directors of Instruction both Academic and Vocational
	•Articulation Agreement approved by board of education and board of trustees	________	•Boards
	•Publicity begun	________	•Steering
________	•Tech Prep Committees organized and functioning	________	•Administration •Teachers
________	•Orientation for all staff	________	•All Staff
	•Staff training begun on technological advances, job market needs, and implications for secondary and post secondary educational programs	________	•Employers •Vocational advisory councils •Chamber of Commerce
	•Chamber of Commerce, business and industrial leaders involved in curriculum reviews and providing input on suggested improvements	________	
	•Comprehensive public information begun	________	
________	•Articulation Committee reports	________	•Teachers •Administration
	•Staff training needs identified	________	•Steering
	•New course needs identified	________	•Employers •Parents
	•Course update needs identified	________	•Teachers
	•Tech Prep Course of Study developed (4+2)	________	•Steering
________	•Internal and external marketing	________	•Students •Staff
	•Marketing materials developed and in use (brochures, signs, speeches, radio programs, TV spots or programs, Civic Clubs, Chamber of Commerce, business leaders	________	•Entire Community

	and employers, student assemblies, newspaper articles and editorials)		
	•Pre-registration procedures ready	________	•Principals •Guidance
	•Curriculum development begun	________	•Teachers
________	•Staff training begun	________	•Teachers •Guidance
________	•Student pre-registration completed and reviewed	________	•Principal
	•Equipment and materials needed for new and revised courses identify and included in budgetary proposals	________	•Principal •Teachers •Administration
________	•Staff training continued	________	•Steering
________	•Curriculum development and updates completed	________	•Teachers •Steering
	•Staff development completed	________	•Teachers •Steering
	•Materials and equipment acquired for Tech Prep courses	________	•Principals •Teachers
________	•Implement program	________	•Teachers •students •Entire Community •Adminstration
	•Special support for students who bump up into more difficult curriculum	________	
	•Publicity-highlighting successes	________	•Everyone
	•Groups visiting classes	________	•Everyone
	•Review results, revise and begin process again	________	•Steering

RICHMOND COUNTY
Tech Prep
ASSOCIATE DEGREE

AN EDUCATIONAL FOCUS FOR THE MAJORITY
National Tech Prep Demonstration Site
North Carolina Leadership Development Center

A Partnership
Richmond County Schools
Richmond Community College
Richmond County Business/Industry

MATERIALS ORDER FORM

Videos	Quantity Ordered
1) N.C. Tech Prep Implementation: 19 minutes (Adult Audience-Generic-Total Model) N.C.-$10.00; Out of State-$25.00	________
2) N.C. Tech Prep Associate Degree: 10 minutes (Student Audience-Recruitment) N.C.-$10.00; Out of State-$35.00	________
3) The Future is Now: 5 minutes (Adult Audience-Motivational) N.C.-$25.00; Out of State $35.00.00	________
4) Articulation Packet - **$3.00**	________
Portfolio(s) (contain):	________

1) Course of Study Brochure
2) Report Card (Richmond County)
3) Generic Brochure
4) Marketing to Parents Brochure
5) Richmond County Tech Prep Results

One complimentary portfolio will be sent upon request. Additional complete portfolios and individual brochures are available at nominal cost. Contact the Richmond County Tech Prep Center at 910-582-7187 should you have any questions. Please make purchase orders and checks payable to Richmond County Schools, PO Box 1189, Hamlet, NC 28345.

Name ____

Institution ____

Address ____

____

City ____________________ State ______________ ZIP ____________________

Purchase Order No. ____________________ Phone No. ____________________

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For further information contact Myrtle D. Stogner, Director

TECH PREP COMPLETER

Secondary Student -- K-12

K-8 *Career Development
Tentative Career/Education Plan

8 *Complete and sign commitment form to pursue Tech Prep Course of Study

8-12 *Meet all graduation requirements
*Complete all 12th grade course work at grade level mastery
*Complete Math course sequence to include Algebra I, Geometry, and Algebra II (national standards)
*Complete Science course sequence that includes Physics, Principles of Technology I and II, Chemistry, Anatomy, Physiology, or Advanced Biology as appropriate for career cluster
*Two years foreign language recommended
Math and foreign language recommended for 12th grade
*Complete technical course sequence related to interest and aptitude

*All course work should involve contextual learning

*Receive a diploma that verifies the above credentials
*Has definite plans for post-secondary training/education and enters program without remediation

Post Secondary Student -- 13-14

*Complete one of the following:
13-14
1. An Associate Degree in Applied Science (Preferred)
2. Two year certification/diploma program
3. Apprenticeship certification of at least two years beyond high school

*And receives diploma or certificate that verifies credentials
*Secures a job in area of training

The employee has the skills to be a promotable, productive employee and basic skills for lifelong learning in the twenty-first century.

Draft prepared by Myrtle D Stogner, Director
North Carolina Tech Prep Leadership Center
9/94

TECH PREP/ASSOCIATE DEGREE

JOINT POLICY STATEMENT
For
N.C. STATE BOARD OF EDUCATION
And
N.C. STATE BOARD OF COMMUNITY COLLEGES

The N.C. State Board of Education and N.C. State Board of Community Colleges have jointly supported the creation of the Tech Prep/Associate Degree program in North Carolina and now commit to the expansion of the program to all public school districts and community college service areas in the state.

The Tech Prep/Associate Degree program was developed to guide students into a course of study leading from high school preparation to the Associate in Applied Science Degree at community colleges. The Tech Prep/Associate Degree course of study will form a firm academic and technological foundation for high school students who heretofore did not prepare for collegiate-level education after high school.

Tech-Prep education program means a combined secondary and postsecondary program that:

(1) leads to an associate degree or two-year certificate; or completion of a registered apprenticeship program of at least two years length; (2) provides technical preparation in one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health, or business;
(3) builds student competence in mathematics, science and communications (including through applied academics) through a sequential course of study; and,
(4) leads to placement in employment.

The goal of the Tech Prep/Associate Degree program in North Carolina is to prepare at least 85 percent of all high school students through a Tech prep or College Prep course of study. These students, thus prepared, will be equipped to enter, without remediation, post-secondary education and to enter the work force with technological skills appropriate to the majority of new and existing jobs.

The two state boards jointly agree to establish an inter-agency Tech Prep/Associate Degree Committee to guide the continuing development and implementation of the program. This committee will report annually to the State Superintendent, President of the Community College System and the two boards.

The two state boards also jointly agree that the framework for the Tech Prep/Associate Degree course of study includes the following in all public high school programs:

1. The course of study for Tech Prep will include all core courses and requirements for a high school diploma.
2. All high school academic courses shall include competencies

outlined in the state standard course of study, and the students shall achieve mastery at grade level or better.

3. Math requirements shall include Algebra I and Geometry competencies, with Algebra II as the preferred goal.
4. Science courses sequence shall include competencies related to Tech Prep/Associate Degree career cluster.
5. Appropriate contemporary technology course sequences shall be made available utilizing computer-assisted learning, scientific principles and concepts, integration of basic skills, involving higher order thinking and problem-solving skills, and using state-of-the-art equipment.
6. Local education agencies will establish student achievement standards which meet or exceed national or state performance measures.

The comprehensive career guidance program, built upon a competency based approach, will assist every student in grades 7-14 to identify aptitudes, interests and career options, and to select the appropriate academic or technical course of study.

The community college role is particularly important. Articulation of the approved Tech Prep Associate Degree course of study must be jointly developed and approved by local Boards of Education and Community Colleges. Associate degree and certificate level community college curriculums should:

1. articulate with high school programs to assure that competency repetition is minimized;
2. be designed with employer input to meet current technology requirements of the employing market;
3. meet or exceed state, regional and national standards and/or accreditation requirements for the curriculum; and,
4. be accredited/certified by the appropriate agency when required as a condition of curriculum offering or employability of the graduate.

A Tech Prep/Associate Degree Program agreement shall be developed and approved by the local boards. The Tech Prep/Associate Degree Program designation also applies to plans jointly developed with 4-year colleges that issue a certificate after successful completion of a four plus two approved course of study or registered apprenticeship programs developed with industry of at least two years following secondary instruction with a common core of required proficiency in mathematics, science, communications and technologies designed to lead to an associate degree or certificate in a specific career field.

The State Board of Education and State Board of Community Colleges are jointly responsible for carrying out a successful Tech Prep/Associate Degree program in North Carolina.

Chairman
State Board of Education

Chairman
State Board of Community Colleges

RICHMOND SENIOR HIGH SCHOOL
COURSE OF STUDY SELECTION
FOR SCHOOL YEAR _____

(1)	( ) PRE-COLLEGE	(2) ( ) TECH PREP
	( ) N. C. Scholar's Program	( ) Engineering
		( ) Health/Human Services
		( ) Business

NAME ____ STUDENT ID __________

GRADE(Current) ________________ SCHOOL(Current) _________________

It is critical that each student choose a course of study that will best prepare him/her to achieve his academic career goal. (See descriptions of course of study below.)

Each student should choose only one of the courses of study above. If Tech Prep is selected, check one of the three boxes under Tech Prep.

Choosing a course of study will not lock the student into the program for the remainder of his school career. It can be changed or altered as necessary to fit the individual's goals.

Please sign, have your parent sign, date and return the form to your homeroom teacher.

______________________________ (Student signature)

______________________________ (Parent's signature)

______________________________ (Date)

______________________________ (Date)

PRE-COLLEGE - (Preparation for a 2 or 4 year college) Should take academic courses with Pre-College or above prefix. Students unable to handle pre-college level work in high school may experience great difficulty in college due to a lack of preparation. (see catalog pp. 8 & 9)

TECH-PREP - (Preparation for a 2 or 4 year college; technical field) Must be enrolled in a regular or higher level of English, Geometry (and be working toward Algebra II), regular or higher level of biology and a third science appropriate to career cluster chosen and must be enrolled in a vocational course of a technical nature that will fit the TP category chosen. (see catalog pp. 4 & 5)

U. S. DEPARTMENT OF EDUCATION

DEMONSTRATION PROJECT AWARD

NO. V248A20022

INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING

(Model TECH PREP Education Project)

Richmond County Schools, North Carolina

FINAL EXTERNAL EVALUATION REPORT

SEPTEMBER 1, 1995

Submitted: Myrtle D. Stogner, Project Director

RICHMOND COUNTY
Tech Prep
ASSOCIATE DEGREE
AN EDUCATIONAL FOCUS FOR THE MAJORITY

THIRD-PARTY EVALUATION OF THE INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING GRANT TO RICHMOND COUNTY SCHOOLS

RICHMOND COUNTY TECH PREP ASSOCIATE DEGREE PROGRAM

U. S. Department of Education
PR/Award Number V248A20022

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THIRD-PARTY EVALUATION OF THE INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING GRANT TO RICHMOND COUNTY SCHOOLS

RICHMOND COUNTY TECH PREP ASSOCIATE DEGREE PROGRAM

EXECUTIVE SUMMARY

Introduction

Richmond County Schools contracted with the SouthEastern Regional Vision for Education (SERVE) to perform the third-party evaluation for the Demonstration Projects for Integration of Vocational and Academic Learning Grant. This funding source for this grant was the U. S. Department of Education, PR/Award Number V248A20022. The primary goals of the third-party evaluation were to evaluate: (a) the Richmond County Tech Prep Associate Degree Program at Richmond Senior High School and (b) the proposed project's demonstration and dissemination efforts. The evaluation plan provided for formative and summative evaluations of both the Richmond County model and the Integration of Vocational and Academic Learning dissemination effort.

Formative evaluations included:

1. A comprehensive description of the Richmond County Tech Prep Associate Degree Program at Richmond Senior High School based on written materials and interviews with key stakeholders.

2. Monitoring services provided as part of the dissemination effort.

Summative evaluations included:

1. An examination of Richmond County students' achievement on a variety of student outcome measures such as tech prep enrollment, math and science course taking, drop-out rates, postsecondary intentions, and graduate follow-up variables.

   A requirement of receiving the grant was submittal of an application for acceptance as a National Diffusion Network (NDN) recognized program. The application was submitted in February 1994, and the program was subsequently selected for inclusion. The claims to effectiveness included in this document (see Report 2) were:

   a) Since the implementation of tech prep, vocational students are completing higher-level academic courses in math, science, and English.

   b) Since the implementation of tech prep, student participation has increased in Algebra I and II with no concomitant decrease in student achievement in these subjects. In fact, the average school score on the state mandated End-of-Course Algebra I test has increased slightly and only a slight decrease in the mean score on the Algebra II test has occurred.

c) Although the tech prep course of study is more rigorous than the previous general vocational course of study, there has been no increase in the percentage of drop-outs. In fact, the drop-out rate has decreased substantially since the implementation of tech prep.

d) Richmond High vocational students are reporting attending postsecondary institutions at a higher rate than the state average, even though the county is below the state average on socioeconomic indicators.

2. Surveys of student, staff and employer perceptions of the Richmond County Tech Prep Associate Degree Program.

3. Follow-up surveys of site visitors to determine the perceived impact of this exposure as part of the demonstration project dissemination effort.

Summary reports of both summative and formative evaluations follow the Executive Summary in the order listed below:

Report 1 - Implementation Study
Report 2 - National Diffusion Network/Program Effectiveness Panel Submittal
Report 3 - Richmond Senior High School Student Survey - Senior Class 1993
Report 4 - Richmond Senior High School Graduate Follow-up (Class of '92)
Report 5 - Richmond County Schools Faculty Survey
Report 6 - Richmond Community College Instructor Survey
Report 7 - Richmond County Employer Survey
Report 8 - Survey of Tech Prep Orientation Program Attendees
Report 9 - Dissemination Efforts 1993-1995

Because of the massive amount of data included in the nine reports, the Executive Summary attempts to draw findings from all the reports. The findings are summarized in two sections, **Accomplishments** and **Recommendations for Improvement**.

Findings

Accomplishments

- **High School students are taking higher level academic courses than they were prior to the implementation of tech prep.**

As evidenced by the National Diffusion Network/Program Effectiveness Panel submittal, percentages of students enrolling in higher level academic courses have increased. Since the implementation of the tech prep course of study, vocational students are completing higher-level academic courses in math, science, and English. Course taking patterns of high school seniors in 1986 compared to high school seniors in 1992 demonstrate increases in students taking Algebra I, Geometry, Algebra II, Chemistry, and Regular or Pre College English IV. A finding of the 1993 Senior Survey was that over 75% of college prep and tech prep students *agreed* that they were encouraged to continue their education; 42% of tech prep and 50% of college prep students *agreed* that the importance of math and science and math was stressed by school staff.

- **Vocational/technical courses have been upgraded.**

The majority of senior high teachers in the Richmond County Schools Faculty Survey agreed that vocational/technical courses had been upgraded, reflected "real world" applications, and provided a better technical background than previous vocational education programs.

Evidence of vocational/technical courses that were developed as a result of tech prep are cited in the Implementation Study of Richmond County Tech Prep Associate Degree Program. New courses added to the secondary curriculum were: Principles of Technology I and II, Food Science, Living Technology, Medical Sciences I and II, and Small Business/Entrepreneurship. In addition, many other secondary and postsecondary vocational/technical courses were significantly upgraded.

- **Marketing of tech prep to the students and community has had a positive impact on students and the community.**

Richmond Community College (RCC) instructors and Richmond County Schools (RCS) faculty thought the Tech Prep Program was *extremely* or *very important* to the future of Richmond County. A majority of RCS faculty agreed that publicity and dissemination of the program had been positive for Richmond County Schools. Three fourths of employers surveyed were familiar with the program indicating that the tech prep leadership has been successful in creating an awareness of the program within the business community.

Appendix H and I of Report 1 (Implementation Study) document the calendar of events that has been develop to "market" tech prep to students and the community.

- **The articulation of a K-14 curriculum and the tech prep course of study resulted in the elimination of duplication and gaps in the curriculum.**

The Implementation Study indicated that the 1984 and 1987/88 articulation process was beneficial in eliminating duplication and closing gaps in the curriculum and resulted in more open communication between the public schools and the community college. The articulation process led to more clearly defined course requirements and student competencies, the elimination of some basic courses at the high school level, and placed more emphasis on upgrading basic academic skills of students.

- **The guidance registration process has been redesigned to encourage students to commit to a specified course of study at the secondary level.**

Career guidance activities and the course of study commitment process have become more formalized as a result of the Tech Prep Program. Most notable in comparing the commitment process Grades 8-11 prior and post implementation of the

Tech Prep Program is the structure and focus provided the student in choosing a course of study. Career guidance activities as outlined in the Implementation Study (Report 1) start at Grade 7 and continue through Grade 12. Examples of these activities are interest inventories, career exploration, group guidance sessions, and the establishment of an Educational and Career Planning Folder to follow students from junior high (7th grade) through high school.

- **The N.C. Tech Prep Leadership Development Center has disseminated information on the Richmond County model throughout the state of North Carolina and nationwide and has provided technical assistance when appropriate.**

A review of the dissemination efforts of the N.C. Tech Prep Leadership Development Center indicates that during the period 1993 through the first of March 1995 over 24,500+ individuals had been served. Technical assistance provided by the Center included: distribution of packets of written materials and video tapes, on-site visitations at Richmond Senior High School and Richmond Community College, coordinating and hosting the annual N.C. Tech Prep Conference, consultant assistance, and effective teacher training in specific subject areas.

School districts desirous of adopting a tech prep program were selected and provided training and assistance. Nineteen consortiums of school districts and postsecondary institutions selected as adopter sites were provided technical assistance during this period.

A combined 1,700+ attended the N.C. Annual Tech Prep Conferences held in 1993 and 1994. Over 700 on-site visitors from throughout the United States attended the Tech Prep Orientation at Richmond Senior High School. A telephone survey of these on-site visitors indicated that most attendees thought the visit was worthwhile. The tour of the selected programs at the high school was almost unanimously the one thing most visitors wanted when they visited Richmond County, and they enjoyed seeing classes and talking to students and staff.

Recommendations for Improvement

- **Reconsider the usefulness of the tech prep classification in the context of how career planning and course selections are made.**

The North Carolina State Board of Education and the North Carolina State Board of Community Colleges "jointly supported the creation of the Tech Prep Associate Degree Program in North Carolina" and committed "to the expansion of the program to all public school districts and community college service areas in the state." The stated goal of the Tech Prep Associate Degree Program was to "prepare at least 85 percent of all high school students through a Tech Prep or College Prep course of study." This goal has pushed schools in the direction of registering large numbers of students for tech prep. However, in a study of transcripts of RSHS tech prep students, students taking the placement test at two community colleges in the school system service area were not found to be "functional" tech prep students. Only 28% of these students had taken all of the courses outlined in the criteria set forth for a tech prep student. Therefore, there is evidence many students are self-designating themselves as tech prep students during the registration process but are not taking the required course work.

- **Develop a task force to identify strategies to strengthen career guidance and counseling and course planning services and to encourage student self-responsibility.**

Monitoring student course-taking throughout high school is a critical aspect of a successful Tech Prep Program. A finding of the initial Implementation Study was a need to continue to improve the guidance function. This finding was substantiated by other studies throughout the evaluation process.

In the survey conducted of RCS faculty, senior high faculty were not satisfied with the amount of career guidance and counseling provided students. Seventy-five percent of senior high faculty agreed that more career counseling outside the registration process was needed. Junior high teachers were more satisfied with guidance and counseling.

While the majority of seniors in the 1993 Senior Survey said they had one or more discussions with guidance counselors about courses or career goals over the last three years, almost one-third of all seniors said they had *never* had discussions with guidance counselors about courses or career goals over the last three years. Less than half of all seniors agreed they received good advice about course planning.

In the follow up of 1992 RSHS graduates, over a third of the college prep and tech prep students felt guidance counselors were *not at all helpful* in educational or career planning. Most graduates thought academic and vocational teachers had been *very* or *somewhat* helpful with their educational or career planning during high school.

- **Increase opportunities for collaboration between academic and vocational teachers and community college instructors with regard to improving curriculum, technology, and assessment.**

Three-fourths of senior high faculty did not think collaboration was where it should be between vocational and academic teachers. Two thirds of the faculty did not think time and resources had been provided for such collaboration nor did they feel they had input into the program. Vocational senior high teachers were viewed as having a more positive attitude toward tech prep than academic teachers. Additionally, a greater percentage of vocational teachers agreed the program had affected them positively.

In the survey of 1993 seniors, the highest levels of interest in classes were expressed by tech prep and occu prep students about their vocational/technical classes. Approximately 60% of the tech prep and college prep seniors did not perceive that *most* or *all* of their math, science, and English teachers made these courses interesting.

In the survey of Richmond Community College faculty, over a third of the respondents offered suggestions for improving the integration of academic and vocational courses of instruction. The majority of these respondents thought that basic skills needed to be strengthened.

- **Implement a steering committee to support and monitor the implementation of strategies to address the need for remediation at the postsecondary level.**

A finding of the Implementation Study was that too many tech prep students needed remediation at the postsecondary level. The survey of the RCC instructors also supported this finding. Over half of the community college instructors responding did not think the program had succeeded in improving the academic skills of the "middle majority" of students in Richmond County. Reasons given for this perception were the increase in the number of community college students needing developmental studies upon entering the community college and poor student performance in college courses. In the survey of RCS faculty, two-thirds of the RSHS academic teachers agreed that academic standards had been lowered as a result of tech prep.

Students also indicated they were not comfortable in the higher level courses. In the 1993 Senior Survey over one third of the tech prep students taking Algebra I, Geometry, and Algebra II were *not at all* or *slightly comfortable* asking for help in these classes. More tech prep seniors that college prep seniors reported discomfort in Algebra I and II in "volunteering answers to teachers' questions and asking questions when [they] didn't understand something." Algebra I was reported as *very hard* or *somewhat hard* for more tech prep and occu prep seniors than college prep seniors.

REPORT 1

RICHMOND COUNTY TECH PREP ASSOCIATE DEGREE PROGRAM IMPLEMENTATION STUDY

Introduction

The SouthEastern Regional Vision for Education (SERVE) is under contract with the Richmond County Schools to evaluate the Richmond County Tech Prep Associate Degree Program and the dissemination efforts of the North Carolina Tech Prep Leadership Development Center.

This report summarizes the structural description of the Richmond County Tech Prep Associate Degree Program and the change process involved in implementing the program based on interviews from major stakeholders. Findings from interviews provide the following:

1. Program Scope/Objectives
2. Implementation
3. Future Directions/Needs

The need for collaborative leadership and a change of attitude and mind set about expectations for students were major themes that emerged in this study. Significant events in the development of tech prep in Richmond County were:

1. The involvement of Richmond County business and industry.
2. Articulation of courses between the secondary school and community college.
3. Designing a technical preparation program that paralleled the college prep program and required stronger basic academic and technologically oriented skills.

Major concerns of the future needs of tech prep in Richmond County were to continue to improve students' basic academic skills, encourage more students into either the tech or college prep curriculum, and provide education relevant to the workforce.

The report includes ten appendices which represent more than half the document.

Methodology

Key individuals involved in the development and implementation of tech prep in Richmond County were interviewed in early spring 1993. The purpose of these initial interviews was to gain insight into the history and evolution of the Richmond County tech prep model and to describe the change process. SERVE staff members and the external consultant developed the interview questions. Fifteen key interviews were conducted with administrators from the respective educational institutions and business and industry representatives. Twelve secondary interviews were conducted with Richmond Senior High School math, science, English, and vocational teachers. Key interviews ranged from approximately 45 minutes to an hour and a half; secondary interviews were from 20 to 30 minutes each. Although the interviewer used the interview questions as a starting point, the interviews were essentially unstructured. That is, they focused on themes; but the interviewer adapted the questions to the responses of the interviewee. All initial interviews were tape recorded unless respondents asked that their comments not be recorded. Respondents' comments that were taken directly from the transcribed interviews are presented in the narrative as quotes and in bold typeface.

Follow-up interviews were conducted during April and May 1993 to clarify and expand the information obtained during the initial interview phase. Twenty-three interviews were conducted with the following: (a) guidance counselors at the senior and junior high schools, (b) teachers at Richmond Senior High School and instructors at Richmond Community College who were involved in the 1984 and 1988 articulation of courses, (c) Richmond County Schools and Richmond Community College administrators, (d) the math and science curriculum consultants, and (e) the Director of the North Carolina Tech Prep Leadership Development Center.

Follow-up interviews ranged from ten minutes to over two hours. Interviews were tape recorded unless a respondent was interviewed by telephone or a respondent asked that their comments not be recorded. Interviewees were asked specific questions regarding guidance activities, articulation of courses, marketing and planning of tech prep, and/or clarification of historical data.

Findings from Interviews

Introduction

Many themes and patterns emerged during the interviews. Tech prep is about change--curriculum, mind set, attitude, and expectations for the middle majority of students in secondary schools. It is about leadership and collaboration; it is about focused and structured education for most students not planning to attend four-year postsecondary institutions. Tech prep is about providing a worker who can meet the demands of a more competitive economy. One respondent stated:

> **Tech prep is sort of a phantom program. It didn't really cost a lot of money. It's really a mind set. You [the student] can do whatever you want to do if you will prepare yourself.**

Program Scope/Objectives

The Richmond County Tech Prep Associate Degree Program is a 4 + 2 model that incorporates four years at the secondary school level and two years at the postsecondary school level leading to an associate degree in applied science. Tech prep is a course of study designed to meet the needs for high school graduates to have more technically oriented educational backgrounds and to prepare students for the advanced courses required by two-year technical community colleges. The program targets students who may not pursue professional careers or attend four-year universities but **"who could benefit from additional education at the community college level."**

The purpose of tech prep is to better prepare the noncollege bound student to enter the community college technical degree program with competencies and without need for remediation courses at the postsecondary level. Tech prep can **"help our people to be more competitive in the workplace; get our children to maximize their potential."** Prior to tech prep, noncollege bound students were allowed to **"flow through the system"** taking courses to graduate which were not academically challenging and without a sense of direction. Tech prep is **"doing for the noncollege bound what we've always done for the college students . . . focusing these students, giving them direction."**

Public school administrators said the following changes would be indicators tech prep was successful:

1. An increase in the numbers of students taking higher level math, science, and English and successfully mastering competencies.
2. An increase in the number of students enrolled in a technically oriented curriculum.
3. A decrease in the student dropout rate at the secondary level.
4. More students going on to two- and four-year schools than in the past.
5. A decrease in the number of students needing remediation at the community college level.
6. An increase in students who are successful at the postsecondary level.

Administrators do not think the statistics are where they should be. They are working to have 85 percent of students enrolled in and successfully mastering either a tech or college prep course of study. A successful tech prep high school student would be prepared to enter an Associate Degree/Applied Science Program as a result of completing: (a) grade level or above mastery in all courses, (b) a math sequence leading to/toward Algebra II completion, (c) a science sequence including higher level science related to the student's career cluster, and (d) a vocational/technical course sequence related to the student's career goal. The basic skills of math, science, and communications were described as the **"missing link"** in a high school student's education.

Implementation

Leadership. Respondents agreed the leadership of the Richmond County Schools, Richmond Community College, and the Vocational Education Advisory Council was the most important element in the initiation of the tech prep program in Richmond County. The following factors were mentioned as contributing to the development of the tech prep model:

1. The emphasis on strategic planning by the Richmond County Superintendent of Schools.

2. A perceived need for better articulation of courses between the public schools and the community college.

3. Discussions between the public schools and the community college about the need for decreased remediation of students entering the community college.

4. A desire by both the public schools and the community college to ask questions of business and industry to learn what kinds of jobs are available in the community and the skills needed of workers.

Respondents spoke at length about the need for all parties involved in the development of a tech prep program to set aside "**turf**" and work as a team. In order for tech prep to be successful, support must begin at the apex of the organization: **"If it doesn't begin at that point, the subordinates are not willing to resolve turf battles."**

Articulation of Course Structure/Curriculum Redesign. Respondents said the 1984 articulation efforts by the public schools and the community college were the beginnings of the tech prep concept in Richmond County. (See Appendix A for a chronology of the development of the Richmond County Tech Prep Associate Degree Program.) In 1984 the North Carolina Department of Community Colleges and the North Carolina Department of Public Instruction held a meeting in Kenansville, North Carolina, to discuss the need for greater articulation of vocational education courses between the community colleges and the public schools in North Carolina. Shortly after this meeting, Richmond County Schools and Richmond Community College began articulation of the vocational education programs at the secondary school and community college. Articulation committees with representatives from both the public schools and the community college were established in the vocational areas as shown in Table 1.

Table 1. Articulation of Courses - Richmond County Schools/Richmond Community College - 1984

Richmond Community College/ Richmond County Schools Subject Area
Auto Mechanics
Business Computer Programming
Business and Office
Accounting
Business Law/Business Communications
Executive Secretary/General Office
Marketing/Distributive Education
Typing/Shorthand
Carpentry and Cabinetmaking
Drafting
Electrical Installation/Electronics Technology/Vending/Electronics Servicing/Air Conditioning
Industrial Maintenance/Textiles
Machinist/Welding
Masonry
Nursing/Health Occupations

These committees compared high school vocational education course competencies with course outlines offered at the community college in similar or like program areas. Course content, competencies, hours of instruction offered and required at both the secondary and community college level, and prerequisites for courses were analyzed for duplication and gaps in the curriculums. Each committee made formal recommendations at the conclusion of the articulation process.

Both the secondary school teachers and community college instructors said the 1984 articulation process was the first time there had been a real commitment for articulation. Respondents felt that the process opened up communication between the public schools and the community college by providing a **"formal setting for swapping ideas."** Selected secondary school vocational education courses were approved for advanced placement at the community college. Students who completed the appropriate courses at the secondary level with a grade of "B" or above and passed the advanced placement test for that subject area would be given advanced placement at the community college. The community college and public schools agreed to annually review and update the advanced placement agreement.

Simultaneous to the discussions and collaborative planning in Richmond County, several reports being published expressed the need for a change in the type of skills needed for the workers of the future. A study by MDC, Inc., of Chapel Hill, North Carolina, found that Richmond County needed to **"raise the educational level of its people as well as develop entrepreneurs instead of waiting for major industries to locate in the area to employ the people."** Many respondents stated Dale Parnell's book, The Neglected Majority, paralleled the discussions and planning being done in Richmond County and just **"folded into what we were doing."**

By January 1987 the tech prep course of study was formulated. Three program areas were identified: engineering (industrial, mechanical, and electrical), health/human services, and business. The "Suggested Tech Prep Course of Study" is shown as Appendix B. Prerequisites for all program areas included Algebra I, geometry, regular or precollege English, biology, physical science, government and economics, and United States History. The mathematics articulation committee decided to offer Algebra I in both a one-year (Algebra I) and two-year sequence (Algebra IA and IB).

A second articulation of courses at the secondary school level and the community college was completed during 1987 and early 1988. Vocational education subject areas, English, science, and mathematics curriculum teams were formulated in the fall of 1987. These teams reviewed courses and decided **"where the problems were in terms of children moving through"** the course of study and to make recommendations for improvement. (Appendix C shows the effect of tech prep on the course offerings of Richmond County Schools; Appendix D shows the effect of tech prep on programs offered by Richmond Community College.) In addition, a guidance articulation committee formed to articulate guidance activities. The areas involved in the 1987/88 articulation process are shown in Table 2.

Table 2. Articulation of Courses - Richmond County Schools/Richmond Community College - 1987/88

Richmond Community College	**Richmond County Schools**
Accounting	Accounting
Applied Science	Principles of Technology
Business Computer Programming	Data Processing
Business Law	Business Law
Co-op	ICT, Business
Counselors (Guidance)	Counselors (Guidance)
Electronics	Electronics
English (ENG 101)	English Grammar
Human Services, Criminal Justice	Social Studies, Child Development, Psychology
Industrial Maintenance/ Electrical Installation	Electronics, Metal Manufacturing
Machinist	Metal Manufacturing
Marketing	Marketing
Math	Math
Mechanical Drafting, Architectural Drafting	Technical Drafting
Nursing, ADN and PNE	Health Occupations
Office Machines	Administrative Support
Typing, Word Processing	Typing, Word Processing

Staff Development/Realignment. Essential to the success of tech prep was that all staff members understand the tech prep concept. In January 1987, **"futurist"** orientation sessions were conducted for all Richmond Community College instructors, Grades 8-12 public school teachers, and a large delegation from the Richmond County

Chamber of Commerce. The purpose of these orientation sessions was to increase teachers' awareness of the skills students needed in the changing work force/world and to introduce the tech prep concept. Staff development included in-service to all staff members on the structure and focus provided by the tech prep program as well as the necessary increase in expectations (mastery of core competencies) by staff members of students. Staff development activities focused on shifting attitudes and learning new teaching methods.

Faculty and staff from Richmond County Schools and Richmond Community College were also provided in-service training in the articulation process. This articulation process was conducted early in the development of the tech prep program and enhanced the cooperation between secondary and postsecondary institutions.

In most cases, staffing of courses involved retraining or realignment of existing staff. Because of the need for more sections of some classes (such as the Algebra IA-IB sequence), there was a need to adjust staffing patterns to provide for extended learning time. Some of the less challenging course offerings were deleted as fewer students enrolled in those courses. Course content and teaching methodology was adjusted to incorporate lessons demonstrating the application of skills and concepts. Vocational education staff members continue to upgrade course content and skills to reflect technological changes. In-service training on the upgrading of teaching methodology to include integration activities designed to teach the application of knowledge was provided staff members.

A grant from the North Carolina Science and Mathematics Alliance provided funding for science and mathematics curriculum consultants beginning in 1991. These consultants work through the N.C. Tech Prep Leadership Development Center to help systems in strengthening the science and mathematics curricula for tech prep students through in-service training, defining curriculum and student competencies, and teaching methodologies.

Staff development has been ongoing. Vocational staff members serve on local and regional business and industry advisory committees and consult with local community college instructors. This interaction allows staff continuous exposure to new technology, skill requirements, and real-world applications of course content. Vocational instructors also attend technologically specific workshops and seminars to keep abreast of changes in their particular area. The number of staff members attending such workshops and seminars has continuously increased since the inception of the tech prep program (161 attendees to various vocational/technical seminars in 1992). As part of on-going staff development, staff members are regularly invited to attend the monthly Tech Prep Orientation sessions given by the N.C. Tech Prep Leadership Development Center, Richmond County Schools, and Richmond Community College.

Community college instructors participate in **"back to industry"** training, specialized workshops, training, and conferences related to their programs. Teams of public school teachers, community college faculty, and business and industry representatives participated in a two-week curriculum integration project in the summer of 1993. Participants developed integrated instructional materials in academics and vocational education. These materials will be incorporated into the instructional programs in participants' schools.

Guidance Redesign. A K-14 guidance perspective was formulated with the most critical guidance component being in the middle and junior high schools: **"You've got to do a good job telling what tech prep is and how it fits into their future plans."** As the focus of guidance and counseling had been primarily for college prep students, there was some initial resistance by counselors to tech prep. Appendix E provides an overview of the career guidance activities Grades 7 through 14 after the implementation of tech prep. Appendices F and G outline components of the commitment process before and after the implementation of tech prep. Most notable in comparing Appendix F, Commitment Process Grades 8 - 11 Prior to Implementation of Tech Prep, and Appendix G, Commitment Process Grades 8 - 11, Post Implementation of Tech Prep Program, is the structure and focus provided the student in choosing a course of study after the implementation of the tech prep course of study.

Because all staff members were involved in the career guidance of students, continuous communication and information was provided staff members about guidance activities. Additional guidance counselors were not allocated with the implementation of the tech prep program; counselors and administrative staff at the senior high school were designated as proficient in either the tech prep or college prep course-of-study requirements and serve as lead guidance administrators for the staff.

Marketing. Another key component in the success of the program was in marketing the program to students, parents, the community, and employers. Marketing was a **"major area . . . because public schools heretofore had never marketed anything."** Promoting the program was necessary to sell the validity of the idea and its prestige in terms of employment opportunities. Parent brochures were printed and distributed. School administrators made presentations to civic organizations, business and industry, and parent/ teacher organizations.

A yearly planning process for the marketing and guidance activities to promote tech prep and focus students into a course of study (either tech prep or college prep) evolved into a Calendar of Events. The yearly Calendar of Events provides the framework for the guidance and marketing plans for tech prep by Richmond County Schools. An example of the calendar of events is shown as Appendix H; a detailed expansion of the Calendar of Events with individual responsibilities and activities is shown as Appendix I.

In 1988 the North Carolina Rural Economic Development Center, Inc., financed the Pee Dee Tech Prep Project. This project included Richmond, Anson, Moore, and Montgomery County schools and local community colleges. The purpose of the project was to enhance Richmond County's efforts and replicate the tech prep concept in the other counties.

As more systems in North Carolina and across the nation became aware of the Richmond County Tech Prep Associate Degree Program, school administrators from other systems began requesting visits to Richmond County. Site visit requests became so numerous that administrators formalized monthly, one-day orientation sessions on tech prep in Richmond County. The N.C. Tech Prep Leadership Development Center established in 1989 now coordinates these orientations. Over 5,000 visitors have attended these orientations.

The first Tech Prep Conference was held in 1988 at Richmond Senior High School with approximately 250 attendees. Subsequent conferences have been held yearly. The N.C. Tech Prep Leadership Development Center coordinates and hosts the annual State Tech Prep Conference now held in Greensboro, North Carolina.

Key Events. Several events were mentioned as significant in the development of tech prep in Richmond County:

1. The MDC study.
2. Dale Parnell's book, The Neglected Majority.
3. An active vocational education advisory council.
4. The changes being experienced in business and industry.
5. The collaboration of the community college and the public schools.

The dissatisfaction of business and industry with the work force in Richmond County was illustrated by the following story:

> **I guess the most shocking thing that I ever heard . . . . A businessman sat across from me and said, "I need six to eight more electronics technicians, and I can't hire them. They are not there. Look, if we had known about the work force, we probably would have not come." You talking about reality hitting you in the face. They needed better workers.**

Similar accounts came from other respondents.

Marketing to the community, pulling together the staff, and "**breaking the elitism that had been associated with college prep by both the teachers and students**" were also identified as key events. Another milestone mentioned was the decision to begin guidance in the middle and junior high school grades to encourage students into higher level courses at the early grades.

Major problems cited in the development of the program were:

1. A change in mind set about expectations of students.
2. Getting secondary school guidance counselors to embrace the idea of tech prep.
3. Turfism among teachers due primarily to the fear of losing programs.
4. The continued need to strengthen the basic academic skills of secondary school students in order for them to need less remediation at the postsecondary school level.

One respondent summarized these difficulties:

> **The institution itself. The institution has to make some significant changes--not money, not parents. Turn our fingers inward; and that is the tough part, making internal changes . . . paradigm shift in the way we think. The internal changes in attitude, values, perceptions, and what we expect and think our students can do. Those mind sets have to change. That is something that you don't achieve overnight; and it is something we still have a long way to go, something that we work at every day.**

Change has occurred; another respondent spoke of the necessity for change:

> **One thing tech prep has shown is you can bring about significant positive change for the student, the school, the citizens without everyone agreeing or supporting . . . a majority, but not 100 percent.**

Future Directions/Needs

Respondents felt that the 1984 and 1987/88 articulation processes were very beneficial in eliminating duplication and closing gaps in the curriculum. Both public school and community college respondents thought that few students take advantage of advanced placement because:

1. The size of Richmond Community College and the scheduling of courses does not hasten the completion of a course of study.

2. Students tend to take introductory courses (courses they may be proficient and could receive advanced placement) at the community college to ensure a higher grade point average.

Respondents also said that formal articulation of courses did not continue and needed revisiting on a regularly scheduled period such as every five years to coincide with the Southern Association of Colleges and Schools (SACS) reaccreditation process. Most respondents suggested there was informal communication between the public schools and the community college concerning changes in curriculum and course requirements. Several respondents in the academic areas said they recently reviewed academic subject areas with the Richmond 2000 study of the goals and objectives for children in Richmond County by the year 2000. Other respondents, however, felt that while Richmond 2000 touched on articulation of some subject areas, it was not as in-depth as the articulation process conducted in 1984 and 1987/88. A summary of the strengths and weaknesses of the 1984 and 1987/88 articulation process is provided in Table 3.

Table 3. Strengths and Weaknesses of 1984 and 1987/88 Articulation of Courses

Strengths of Articulation

- Articulation process opened communication between public schools and community college. Process provided a formal setting for swapping ideas and an awareness of the competencies required at the high school level for success at the community college.
- Gaps and duplication in course content were eliminated.
- Course requirements and student competencies were more clearly defined.
- Advanced placement at the community college was given for some courses taken at the high school level.
- Articulation of courses led to the elimination of some of the basic courses at the high school level and placed more emphasis on upgrading basic academic skills of students.
- Guidance function became more formalized; career guidance was developed in-house in the public schools.
- Articulation continued informally in some program areas.

Weaknesses of Articulation

- While advanced placement was offered for selected courses, very few students choose to take advanced placement.
- Advanced placement for certain courses at the high school level did not really help the student get through community college programs any faster because of scheduling at the community college level.
- Articulation did not continue formally.
- Some program areas failed to follow through on recommendations.

Respondents were asked about the future needs of the Richmond County Tech Prep Associate Degree Program. Table 4 summarizes the perspectives of administrators and teachers/instructors of the Richmond County Schools and Richmond Community College and of the business and industry representatives participating in this study.

and industry respondents indicated that students need to have an education relevant to skills required in the work force.

Appendices A - J complete the remaining portion of this report.

Appendix A

Richmond County Tech Prep Associate Degree Program Development

Approximate Dates	
1976-83	Myrtle Stogner, Vocational Education Director of Richmond County Schools, led development of a competency mastery tracking system to evaluate student mastery (pre/post) in vocational education courses (precursor of VOCATS system). Pre and post testing in vocational education courses provided a system of accountability for measuring student outcomes in vocational education courses. This testing highlighted the weaknesses in reading and math skills of vocational students.
	Vocational Education Director established a strong Business and Industry Vocational Education Advisory Council. The council made written recommendations for improvements in vocational programs and requested written responses from Richmond County Schools leadership.
1983	Dr. Doug James assumed position as Superintendent, Richmond County Schools.
1984	Representatives from Richmond Community College and Richmond County Schools attended meeting in Kenansville, N.C., hosted by the N.C. Department of Public Instruction and N.C. Department of Community Colleges. The purpose of the meeting was to discuss the need for greater articulation of vocational education courses between community colleges and the public schools in North Carolina.
	Richmond Community College and Richmond County Schools began articulation of vocational education courses. The purpose of articulation between the community college and high school curriculum was to determine which courses at Richmond Senior High School were eligible for advanced placement at Richmond Community College.
1984	Selected secondary school vocational education courses were approved for advanced placement at the community college. Articulation committees determined that basic skills in the secondary school needed strengthening to eliminate the need for remediation at the community college level.
1985	Joe Grimsley assumed position as President of Richmond Community College.

Appendix A (Continued)

Richmond County Tech Prep Associate Degree Program Development

1986

MDC, Inc., study, Three Faces of Rural North Carolina: A Summary Report to the North Carolina Commission on Jobs and Economic Growth, found that "if Richmond is to prosper ten, twenty, and thirty years into the future, its work force will have to be far better trained and educated" (p. 16).

Richmond County Schools embarked on comprehensive planning to determine what competencies and skills students needed. Approximately 200 educators, business and industry representatives, and parents were involved in the planning. Planning committees identified six major educational goals for economic growth:

1. Improve student achievement in basic skills.
2. Increase scholastic aptitude test results.
3. Decrease dropout rate.
4. Increase percentage of high school graduates attending college.
5. Increase technical literacy of all students.
6. Improve student attitudes toward school and learning.

Richmond County Schools, Richmond Community College, and the Business and Industry Vocational Education Advisory Council began working collaboratively to develop strategies to meet the needs of the public schools, community college, and business and industry.

1986 Joe Grimsley and other Richmond Community College administrators attended the American Association of Junior Colleges convention. Dale Parnell, president of AAJC, presented his book The Neglected Majority which highlighted the need for a new curriculum for the middle group of secondary school students. Parnell's tech prep concept "folded into what Richmond County was doing" with articulation of courses, strengthening basic skills, and defining a more strenuous course of study for noncollege bound students.

1986-87 Richmond County Schools and Richmond Community College continued articulation efforts which began in 1984 and added math, science, English, and guidance in the articulation process. Curriculum teams developed criteria for a tech prep student and identified the 4 + 2 course of study. The program targeted students not planning to attend a four-year university or college but who could benefit from additional education at the community college level. Three program areas identified were engineering, business, and health/human services.

Appendix A (Continued)

Richmond County Tech Prep Associate Degree Program Development

1986-87	Prerequisites for all areas included Algebra I*, geometry, regular or precollege English, biology, physical science, government and economics, and United States history. Math articulation committee determined Algebra I should be available in two sections, Algebra IA and IB. (*Original tech prep goal was Algebra I mastery. Later after success with Algebra I, goals were adjusted to include Algebra II mastery.)
	"Futurist" orientation sessions were given to Richmond County School (grade level 8-12) teachers, Richmond Community College instructors, and a large delegation from the Richmond County Chamber of Commerce. The purpose of the orientation sessions was to increase teachers' awareness of the skills students needed in a changing work force/world and to introduce the tech prep concept.
1986-87	Representatives of Richmond County Schools, Richmond Community College, and the Business and Industry Vocational Education Advisory Council began marketing tech prep program to students and the community via public speaking, pamphlets, newspaper articles, radio, and Parent/Teacher Organization, and civic groups.
	The first tech prep students were registered for tech prep courses at Richmond Senior High School in late spring 1987. Richmond County Schools began receiving outside requests for information on Richmond County's tech prep model.
1988	Due to inquiries from other systems requesting more information about the tech prep concept, the first Tech Prep Leadership Conference was held in March 1988 at Richmond Senior High School; approximately 250 attended.
1988-89	Pee Dee Tech Prep Project was initiated which included Richmond, Anson, Moore, Montgomery County schools and local community colleges. The project was financed by the North Carolina Rural Economic Development Center, Inc., to enhance Richmond County's efforts and replicate the tech prep concept in Anson, Moore, and Montgomery counties.
	North Carolina Tech Prep Leadership Development Center was established on the Richmond Community College campus. The purpose of the Center was to provide assistance to other school systems in the planning and implementation of tech prep programs.
1991-92	Math requirements for tech prep criteria adjusted to include a "math sequence leading to/toward Algebra II completion."

Appendix A (Continued)

Richmond County Tech Prep Associate Degree Program Development

1991-93	North Carolina Science and Mathematics Alliance provided grant funding for science and math curriculum consultants. Consultants to work through the N.C. Tech Prep Leadership Development Center to assist systems in strengthening the science and math curriculum for tech prep students.
1991-94	Richmond Community College received a Kellogg Foundation grant to develop Collaborative Leadership Training for systems planning/ implementing tech prep programs.
1993	Richmond County Tech Prep Associate Degree Program named U.S. Department of Education national demonstration site.

Appendix B

Richmond County Schools - Richmond Community College

Suggested Tech Prep Course of Study

1987-88

Reg - Regular
CP - College Prep
*Vocational

GRADE	ENGINEERING (industrial, mechanical, electrical)	HEALTH/HUMAN SERVICES	BUSINESS
9	Reg./CP English Algebra I/IA, General Math Government and Economics Health and Physical Education Physical Science/Arts Education *Industrial Technology Introduction to Agriculture *Rockingham Junior Only	Reg./CP English Algebra I/IA, General Math Government and Economics Health and Physical Education Physical Science/Arts Education *Living Technology	Reg./CP English Algebra I/IA, General Math Government and Economics Health and Physical Education Physical Science/Arts Education *Keyboarding/Typewriting
10	Reg./CP English Algebra I/IA/IB, Geometry/Tech. Math Reg./CP Biology * Principles of Technology I *Horticulture I *Drafting I *Electronics I *ITIE *Textiles I	Reg./CP English Algebra I/IA/IB, Geometry Reg./CP Biology Reg./CP Psychology/Sociology *Intro. to Health Occupations *Clothing and Textiles *Parenting and Child Development *Interior Design and Housing *Food and Nutrition	Reg./CP English Algebra I/IA/IB, Geometry Reg./CP Biology *Computerized Accounting I *Advanced Typewriting/Word Processing *Business Math *Fashion Merchandising *Keyboarding/Typewriting *Marketing *Shorthand I
11	Reg./CP English Geometry, Algebra I/IB, Tech. Math United States History - Reg./CP Principles of Technology I/II *Auto Technology I *Carpentry I *Ind. Coop. Training I *Metals Manufacturing I *Graphics I *Drafting I, II *Textiles I, II *Electronics I, II *Masonry I *Horticulture II	Reg./CP English Geometry, Algebra, I/IB United States History - Reg./CP Reg./CP Chemistry *Health Occupations I *Clothing and Textiles *Foods and Nutrition *Parenting and Child Development *Interior Design and Housing *Child Care Services I *Commercial Foods I *Home Economics Cooperative Ed. I *Cosmetology I	Reg./CP English Geometry, Algebra I/IB, Business Math United States History - Reg./CP Science Elective (If Physical Science is not taken) *Administrative Support Occupations I *Shorthand I, II *Advanced Typewriting/Word Processing *Business Communications *Business Data Processing I *Business Law *Business Math *Computerized Accounting I, II *Marketing *Marketing and Merchandising *Fashion Merchandising *Graphics I
12	Reg./CP English Geometry, Algebra II, Tech. Math Principles of Technology I/II *Entrepreneurship *Agriculture Cooperative Ed. *Auto Technology II *Electronics II, III *Drafting II, III *Ind. Coop. Training I, II *Metals Manufacturing II *Masonry II *Textiles II, III *Graphics II *Carpentry II	Reg./CP English Geometry, Algebra II Anatomy and Physiology *Entrepreneurship *Health Occupations II *Clothing and Textiles *Foods and Nutrition *Interior Design and Housing *Parenting and Child Development *Child Care Services II *Commercial Foods II *Cosmetology II	Reg./CP English Geometry, Algebra II, Business Math *Entrepreneurship *Administrative Support Occupations I, II *Advanced Typewriting/Word Processing *Business Communications *Business Data Processing I, II *Business Law *Business Math *Computerized Accounting I, II *Fashion Merchandising *Marketing and Merchandising *Marketing Merchandising and Management *Shorthand I, II *Graphics II
13	Architectural Drafting Electrical Installation and Maintenance Electronic Servicing Industrial Maintenance Machinist Vending Machine Maintenance	Practical Nursing Education (LPN)	General Office Technical Specialty
14	Electronic Engineering Technology Mechanical Engineering Technology	Associate Degree Nursing (RN) Criminal Justice Human Services Technology	Accounting Business Administration Business Computer Programming Executive Secretary

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Appendix C

Effect of Tech Prep on Course Offerings
Richmond County Schools
Vocational/Technical Courses

Engineering (industrial, mechanical, electrical)

Course/Enrollment 1985-86		Course/Enrollment 1993-94	
Exploratory Ind. Arts. (Jr. High)	241	Technical Education (Jr. High)	170
Intro. to Trade and Industry	132	Intro. to Trade and Industry	65
Principles of Technology (pilot course)	16	*Principles of Technology I	54
		*Principles of Technology II	17
		Engineering Technology	72
		Manufacturing Technology	13
		Construction Technology	33
Electronics I	--	Electronics I	16
Electronics II	15	Electronics II	11
Electronics III	8		
Drafting I	--	Technical Drafting I	24
Drafting II	18	Technical Drafting II	19
Drafting III	9		
Graphics I	--		
Graphics II	18	Graphics Communications I	20
Graphics III	10	Graphics Communications II	11
Machine Shop I	12	Metals Technology I	15
Machine Shop II	7	Metals Technology II	9
Auto Mechanics I	--	Auto Servicing	20
Auto Mechanics II	30	Auto Technology I	16
Auto Mechanics III	15	Auto Technology II	10
Textiles I	22	Textile Technology I	21
Textiles II	10	Textile Technology II	16
Textiles III	7		

Health/Human Services

Course/Enrollment 1985-86		Course/Enrollment 1993-94	
Cosmetology I	--	Cosmetology I	27
Cosmetology II	19	Cosmetology II	16
Cosmetology III	12	Cosmetology III	10
		*Living Technology	60
		*Food Science	15
Food Service I	25	Food Prod. and Mgmt. I	11
Adv. Food & Nutrition	76	Food Prod. and Mgmt. II	7
Intro. Health Occupation	19	Allied Health Sciences I	41
Health Occupations I	50	Allied Health Sciences II	18
Health Occupations II	15	*Medical Sciences I	33
		*Medical Sciences II	--
		Biomedical Technology/ Health Team Relations	87

Business

Course/Enrollment 1985-86		Course/Enrollment 1993-94	
Accounting I	155	Computerized Accounting I	88
Accounting II	38	Computerized Accounting II	22
Typing I (Jr. & Sr. High)	496	Keyboarding (Jr. & Sr. High)	436
Typling II (Sr. High)	88	Advanced Keyboarding/ Document Processing (Sr. High)	20
Business Data Processing I	77	Business Computer Prog. I	38
Business Data Processing II	11	*Small Business/Entrepreneurship	23
Business Communications	28	Applied Communications	11
Total Enrollment 1985-86	1,679	Total Enrollment 1993-94	1,595

*Indicates new courses; all 1993-94 courses significantly upgraded.

Appendix D

Effect of Tech Prep on Programs
Richmond Community College
1987 to Present

Accounting

Computerized accounting used more extensively. English courses upgraded to ENG 105 and 106, college transfer English. Social Science electives include many transferable courses.

Administrative Office Technology

Typing upgraded to computer-based typing utilizing WordPerfect as the primary word processing application; Professional Write is also used in word processing. Standard Accounting I added to program. English courses and Social Science electives consistent with changes in Accounting program.

Associate Degree Nursing

Program initiated three quarters of Anatomy/Physiology. Other changes to program dictated by the State Board of Nursing. English, Social Science, and Humanities options are now transferable.

Business Administration

Computerized accounting used more extensively. MAT 105 is now a more generic mathematics and includes a review of basic algebra. English courses upgraded to ENG 105 and 106, college transfer English. Social Science electives include many transferable courses.

College Transfer

Designed to provide a freshman/sophomore experience that is transferable throughout the UNC system of senior institutions. More courses are offered for the student desiring to pursue a science major; physics has been added as an additional science option. Additional math options are also available.

Criminal Justice

Revised curriculum; changes have made the degree more transferable.

Electrical Installation

Sequence of courses revised. A course in Programmable Logic Controllers was added in response to technological changes. English course requirements upgraded.

Electronics Engineering Technology

Revised curriculum to reflect technological changes; upgraded laboratory equipment which includes an automated manufacturing laboratory. Curriculum provides exposure to computers and to the application of computer technology in an electronic environment. English course requirements and elective choices upgraded to insure transferability.

Appendix D (Continued)

Effect of Tech Prep on Programs
Richmond Community College
1987 to Present

Human Services Technology

Primary changes have been designed to better prepare graduates for entry into the various social service occupations. Internships and field experiences provide real-world exposure for the students. Full-time psychology instructor was added in 1990 to support this curriculum. English course requirements and elective choices upgraded to insure transferability.

Industrial Electronics

Industrial Electronics initiated in the fall 1993 replaced Electronic Servicing. Emphasis of program is on a generic electronics base (rather than TV and VCR repair) which affords graduates a wider range of employment potential.

Industrial Maintenance Mechanics

Program revised by the Department of Community Colleges. English upgrades are consistent with other vocational curriculum changes.

Industrial Production Operations

This evening vocational offering was initiated in response to local industry needs for trained entry-level manufacturing employees.

Machinist

A major equipment expenditure is projected to upgrade this program to current industrial standards.

Mechanical Engineering Technology

Revised curriculum to reflect changes in technology; increased use of Computer Aided Design (CAD) equipment.

Microcomputer Systems Technology

Emphasis of program has switched from a programming to applications.

Practical Nursing

Curriculum revised consistent with State Board of Nursing standards. English and Anatomy requirements have been upgraded.

Appendix E (Continued)

Career Guidance Activities Provided Grades 7 - 14

11th Grade

Guidance Information System - Harrington O-Shea Interest Inventory (optional).
Post high school planning.
Interpretation of PSAT, SAT, ACT.
Individual conferences with all 11th grade students regarding registration.
Part-time work opportunities (optional).
Career Center available to all students.
Update four-year academic plan.
Course selection for 12th grade - commitment/scheduling.

12th Grade

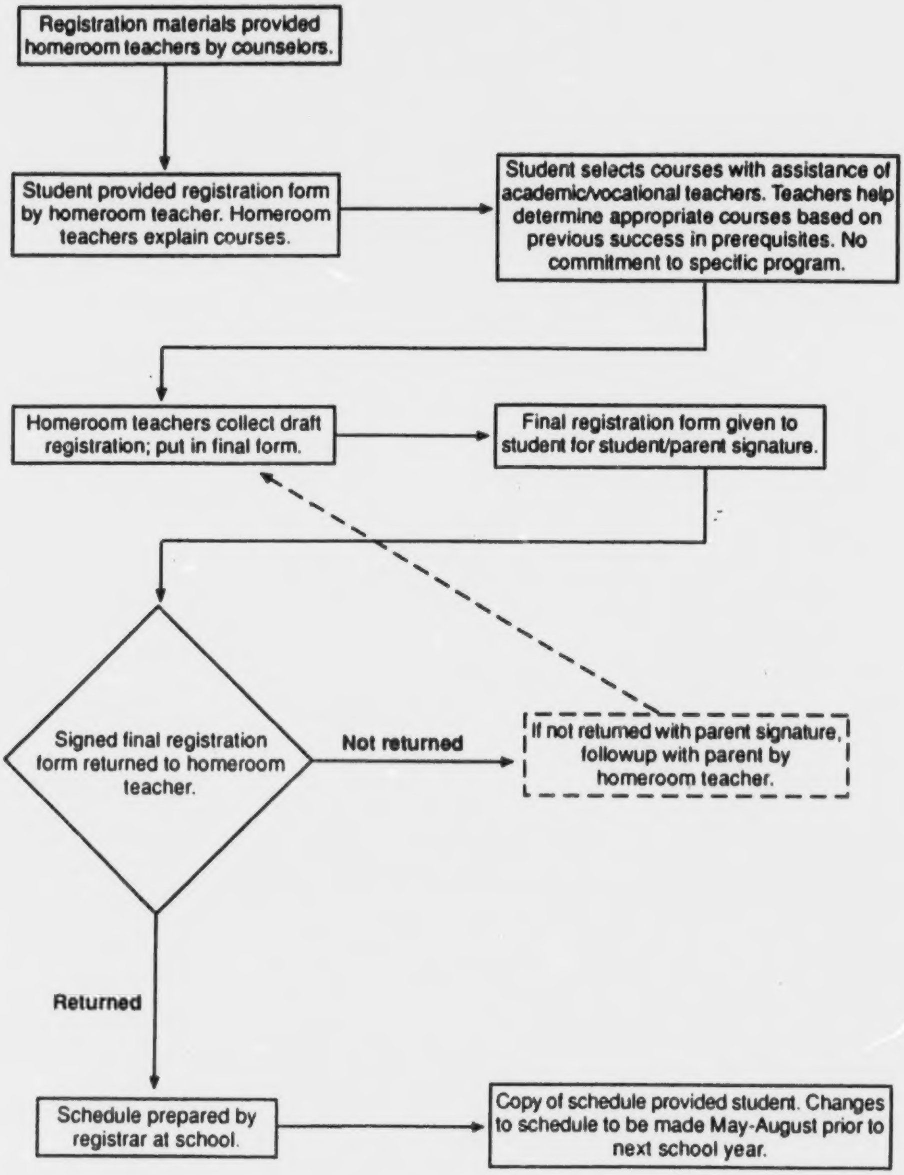
Guidance Information System - Harrington O-Shea Interest Inventory (optional).
SAT, ACT, ASVAB, AP testing.
Senior interviews.
Career Center available to all students.
Post high school planning.
Part-time/full-time work opportunities (optional).

13th-14th Grades (Community College level)

Self Directed Search - interest inventory.
Computerized Placement Test - admissions test.
Myers-Briggs Type Indicator - personality test.
Differential Aptitude Test - multi aptitude test battery.
Bennett Mechanical Comprehension Test - mechanical/problem solving test.
Guidance Information System - computer assisted guidance services.
Individual career counseling.
Career and Life Planning class.
Job Readiness and Job Search workshops (includes resume writing, interviewing techniques, and application completion).
Job Placement Credentials File (available to employers).

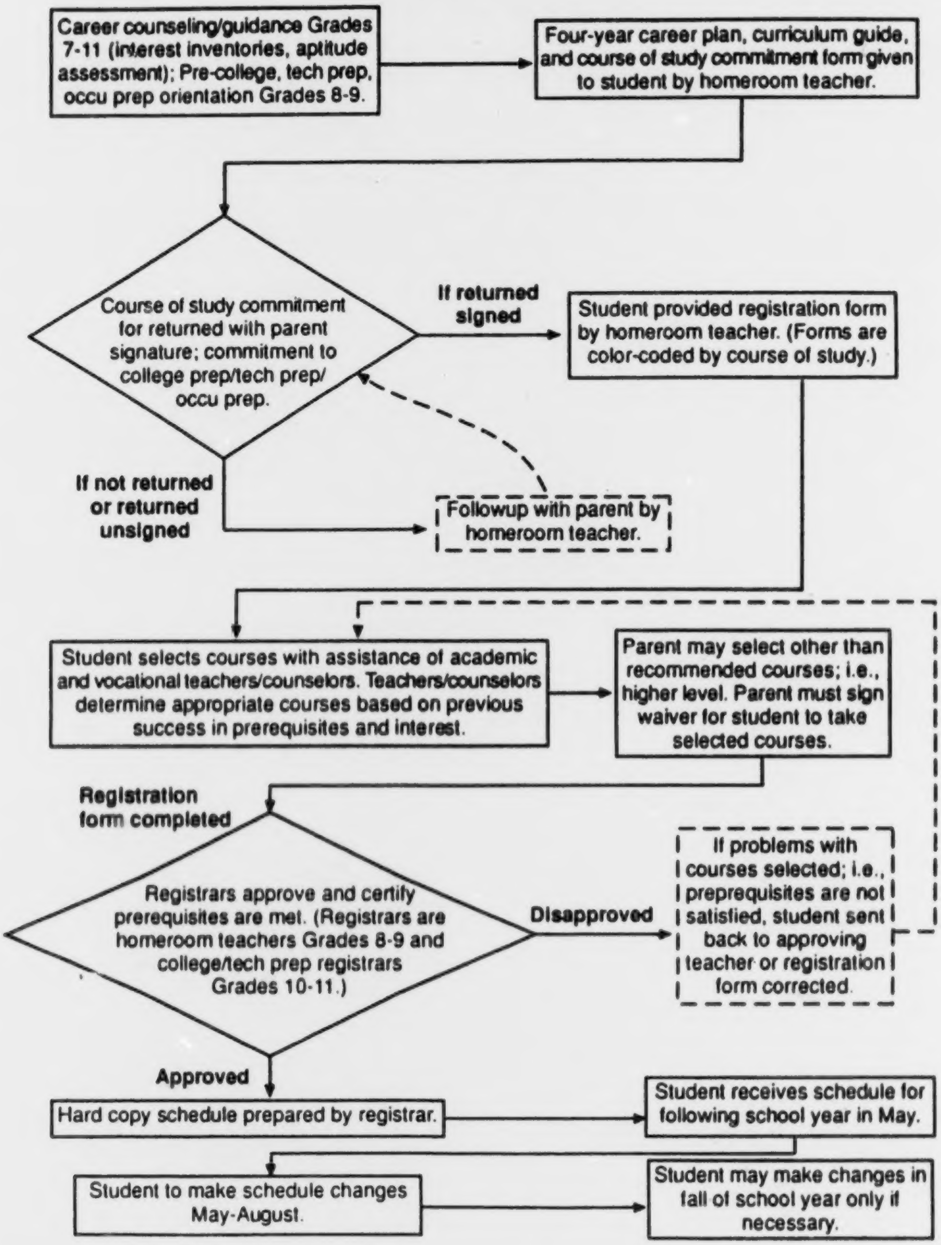
Appendix F

Commitment Process — Grades 8-11
Prior to Implementation of Tech Prep Program


Registration materials provided homeroom teachers by counselors.
Student provided registration form by homeroom teacher. Homeroom teachers explain courses.
Student selects courses with assistance of academic/vocational teachers. Teachers help determine appropriate courses based on previous success in prerequisites. No commitment to specific program.
Homeroom teachers collect draft registration; put in final form.
Final registration form given to student for student/parent signature.
Signed final registration form returned to homeroom teacher.
Not returned
If not returned with parent signature, followup with parent by homeroom teacher.
Returned
Schedule prepared by registrar at school.
Copy of schedule provided student. Changes to schedule to be made May-August prior to next school year.

Appendix G

Commitment Process — Grades 8-11
Post Implementation of Tech Prep Program


Career counseling/guidance Grades 7-11 (interest inventories, aptitude assessment); Pre-college, tech prep, occu prep orientation Grades 8-9.
Four-year career plan, curriculum guide, and course of study commitment form given to student by homeroom teacher.
Course of study commitment for returned with parent signature; commitment to college prep/tech prep/ occu prep.
If returned signed
Student provided registration form by homeroom teacher. (Forms are color-coded by course of study.)
If not returned or returned unsigned
Followup with parent by homeroom teacher.
Student selects courses with assistance of academic and vocational teachers/counselors. Teachers/counselors determine appropriate courses based on previous success in prerequisites and interest.
Parent may select other than recommended courses; i.e., higher level. Parent must sign waiver for student to take selected courses.
Registration form completed
Registrars approve and certify prerequisites are met. (Registrars are homeroom teachers Grades 8-9 and college/tech prep registrars Grades 10-11.)
Disapproved
If problems with courses selected; i.e., preprequisites are not satisfied, student sent back to approving teacher or registration form corrected.
Approved
Hard copy schedule prepared by registrar.
Student receives schedule for following school year in May.
Student to make schedule changes May-August.
Student may make changes in fall of school year only if necessary.

Appendix H

Sample Calendar of Events

RICHMOND COUNTY SCHOOLS
Calendar of Events
1992 - 1993

1/12/93

Date	Activity	Person Responsible
Nov. 30	Review calendar of events	Planning Committee
Oct. 5 - Nov. 30	Update Curriculum Catalog	RSHS Department
Dec. 1 - Dec. 18	Print Catalogs	J. Frye, Graphics Students
Dec. 1 - Dec. 11	Administer DAT Test to 9th Graders	Counselors
Jan. 19	Registrars, Jr. & Sr. Counselors Meeting 1:00 at RSHS	R. Robertson, B. Carnes Counselors, Principals
Jan. 19	PC, TP, OP Orientation, RSHS Faculty 3:15	R. Robertson, D. James
Jan. 25	Issue Curriculum Catalogs	H.R. Teachers
Jan. 26	RSHS TP Orientation 9:30 - 10th Graders 10:30 - 11th Graders	Business/Industry Team D. James, J. Grimsley M. Webb, D. Honeycutt
Jan. 27	Teacher Orientation (PC, TP, OP Curriculum) Ellerbe & R'ham Jr. at R'ham Jr. - 3:30	M. Webb, D. James J. Langley, B. McRae E. Peterson
Jan. 28	Teacher Orientation (PC, TP, OP Curriculum) Hamlet & Rohanen Jr. at Hamlet Jr. - 3:30	D. James, M. Webb R. Beck, J. Richardson B. McRae
Jan. 27 -28	9th Tours and TP Orientation at RSHS 9:00 - 11:00 (1/27 - Rohanen & Hamlet) (1/28 - Rockingham & Ellerbe)	J. Ethridge, M. Webb Bus./Ind. Team (9:00) D. James, J. Grimsley, D. Honeycutt
Jan. 29	7th & 8th grade TP Orientation at 4 Junior Highs (schedule to follow)	Bus./Ind. Team, M. Webb D. Honeycutt, D. James, J. Grimsley
Jan. 25 - Jan. 29	DAT Results to Students	Counselors
Feb. 1-15	Radio Spots, TP Tapes on Channel One, Cablevision Spots Newspaper Ads, Billboard Advertisement	M. Webb, J. Grimsley R. Robertson B. Jones
Feb. 8	Issue Course of Study Committment Forms Grades 9-11	Counselors, H.R. Teacher
Feb. 12	Collect Course of Study Committment Forms (grades 9-11) Issue Registration Cards (grades 9-11)	Counselors Homeroom Teachers
Feb. 5-15	Business/Industry Luncheon or Breakfast	RC College
Feb. 15 - Mar. 31	Registration (grades 9 - 11)	Counselors, Registrars Homeroom Teachers
April 1 - April 21	Registration Cards Checked	B. Carnes, Registrars
April 22 - May 14	Prepare Student Schedules	B. Carnes, S. Adcock
May 17	Issue Class Schedules for 1993-94	RSHS

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Appendix I

Expansion of Sample Calendar of Events

November 30 - Review Calendar of Events

Person(s) Responsible:

Superintendent, Richmond County Schools
President, Richmond Community College
Vice President for Academic Affairs, Richmond Community College
Vice President for Instruction, Richmond Community College
Vocational Education Director, Richmond County Schools
Principal, Richmond Senior High School
Principals (4), Richmond junior high schools

Activity:

Planning the marketing and guidance process for the year; review dates for the year; and revise strategies from the previous year.

October 5 - November 30 - Update Curriculum Catalog

Person(s) Responsible:

Curriculum Departments

Activity:

Richmond Senior High School curriculum departments review curriculum offerings and update catalog to include new courses and delete courses no longer offered.

December 1 - 18 - Print Catalogs

Person(s) Responsible:

Graphics Department

Activity:

Graphics students print curriculum catalogs for the following school year registration.

December 1-11 - Administer DAT Test to 9th Graders

Person(s) Responsible:

Junior high school counselors

Activity:

Junior high school counselors administer the Differential Aptitude Test (DAT) to all 9th grade students. Results of the DAT are used to help students determine individual strengths and weaknesses and better consider educational programs and occupations.

Appendix I (Continued)

Expansion of Sample Calendar of Events

January 19 - Registrars, Junior and Senior Counselors Meeting

Person(s) Responsible:

Principal, Richmond Senior High School
Assistant Principal, Richmond Senior High School (in charge of registration)
Junior and senior high school counselors
Principals

Activity:

Information about registration reviewed: commitment forms, choosing a course of study, new courses, deleted courses, changes, and graduation requirements.

January 19 - Pre College, Tech Prep, Occu Prep Orientation, Richmond Senior High School Faculty

Person(s) Responsible:

Superintendent, Richmond County Schools
Principal, Richmond Senior High School

Activity:

Overview of registration; i.e., materials to be used, curriculum catalog; update for all Richmond Senior High School faculty.

January 25 - Issue Curriculum Catalogs

Person(s) Responsible:

Homeroom teachers

Activity:

Curriculum catalogs issued to 8th-11th grade students.

January 26 - Richmond Senior High School Tech Prep Orientation

Person(s) Responsible:

Superintendent, Richmond County Schools
President, Richmond Community College
Vice President for Academic Affairs, Richmond Community College
Vocational Education Director, Richmond County Schools
Principal, Richmond Senior High School
Business and industry representatives
Former students

Activity:

Business and industry representatives and former students speak to senior high school 10th-11th grade students regarding importance of the higher level courses and tech prep.

Appendix I (Continued)

Expansion of Sample Calendar of Events

January 27-28 Junior High School Teacher Orientation (Pre College, Tech Prep, Occu Prep Curriculum)

Person(s) Responsible:

Superintendent, Richmond County Schools
Vocational Education Director, Richmond County Schools
Assistant Superintendent for Curriculum, Richmond County Schools
Junior high school principals

Activity:

Overview of registration; i.e., materials to be used, curriculum catalog; update for all junior high school faculty.

January 27-28 - 9th Grade Tours and Tech Prep Orientation at Richmond Senior High School

Person(s) Responsible:

Superintendent, Richmond County Schools
President, Richmond Community College
Vice President for Academic Affairs, Richmond Community College
Vocational Education Director, Richmond County Schools
Vocational Support Services, Richmond County Schools
Business and industry representatives

Activity:

Orientation for all 9th grade students; review course of study and commitment process; tour of high school.

January 29 - 7th and 8th Grade Tech Prep Orientation at Four Junior High Schools)

Person(s) Responsible:

Superintendent, Richmond County Schools
President, Richmond Community College
Vice President for Academic Affairs, Richmond Community College
Vocational Education Director, Richmond County Schools
Business and industry representatives

Activity:

Career awareness for all 7th and 8th grade students.

January 25-29 - DAT Results to Students

Person(s) Responsible:

Junior high school counselors

Activity:

Ninth grade junior high school students provided DAT results.

Appendix I (Continued)

Expansion of Sample Calendar of Events

February 1 - 15 - Radio Spots, Tech Prep Tapes on Channel One, Cablevision Spots, Newspaper Ads, Billboard Advertisement

Person(s) Responsible:
President, Richmond Community College
Vocational Education Director, Richmond County Schools
Principal, Richmond Senior High School
School/Community Services Director

Activity:
Marketing tech prep program to students and community.

February 8 - Issue Course of Study Commitment Forms Grades 9-11

Person(s) Responsible:
Homeroom teachers
Counselors

Activity:
Students (grades 8-11) provided course of study commitment forms, curriculum guide, and career planner.

February 12 - Collect Course of Study Commitment Forms, Issue Registration Cards (Grades 9-11)

Person(s) Responsible:
Homeroom teachers
Counselors

Activity:
Students (grades 8-11) return course of study commitment forms with parent signature to homeroom teacher/counselors; registration cards issued students.

February 5 - 15 - Business/Industry Luncheon or Breakfast

Person(s) Responsible:
Richmond Community College

Activity:
Business/Industry luncheon or breakfast to receive tech prep brochures which are forwarded to parents with paychecks.

Appendix I (Continued)

Expansion of Sample Calendar of Events

February 15 - March 31 - Registration (grades 9 - 11)

Person(s) Responsible:
Counselors
Registrars
Homeroom Teachers

Activity:
Students (grades 8-11) complete registration form; counselors, registrars, homeroom teachers, and teachers assist students in selection of courses. Approval must be received from teachers for students to register for course(s).

April 1 - 21 - Registration Cards Checked

Person(s) Responsible:
Assistant Principal, Richmond Senior High School
Registrars

Activity:
Registration cards reviewed by registrars; prerequisites verified; course of study and course selections monitored.

April 22 - May 14 - Prepare Student Schedules

Person(s) Responsible:
Assistant Principal, Richmond Senior High School
SIMS Coordinator

Activity:
Student class schedules for following school year prepared by lead registrars at senior high school and junior high schools.

May 17 - Issue Class Schedules for 1993-1994

Person(s) Responsible:
Assistant Principal, Richmond Senior High School

Activity:
Class schedules for following school year issued to students. Changes to schedule may be made from May through August. In extenuating circumstances, changes to schedule may be made after school year begins in fall.

Appendix J

Funding History

It is significant that the Richmond County Tech Prep Associate Degree model was developed before funding became available through the Carl D. Perkins Act. Appendix J provides an overview of the funding history of the Richmond County Tech Prep Associate Degree Program and the North Carolina Leadership Development Center.

When providing technical assistance to other systems wishing to implement similar programs, Richmond County administrators advocate spending no more than $30,000 for planning, **"just enough resources for people to meet. Don't hire an outside staff person, because it is something that must be integral to your program."**

Richmond County Tech Prep Associate Degree Program

1986-87	$10,000 to Richmond Community College (RCC) from the Department of Community Colleges for tech prep development. (Approximately $8,000 of the $10,000 received by RCC was provided to Richmond County Schools for curriculum and staff development.)
1987-88	$15,000 to Richmond County Schools for advanced vocational technical studies articulation.
1988-89	$17,450 to Richmond County Schools and Richmond Community College for curriculum and staff development from Pee Dee Project funding through Rural Economic Development Center, Inc.
1991-92	$50,000 through Carl D. Perkins Act for tech prep implementation funding to Richmond County Schools/Richmond Community College.
1992-93	$50,000 through Carl D. Perkins Act for tech prep implementation funding to Richmond County Schools/Richmond Community College.

N.C. Leadership Development Center

1988-89	$10,000 funding from Pee Dee Project (N.C. Rural Economic Development Center, Inc.) to provide support to North Carolina counties for tech prep planning.
1989-90	$50,000 from North Carolina Rural Economic Development Center, Inc., to provide assistance to North Carolina counties in tech prep planning. North Carolina Leadership Development Center established.
1990-91	$100,000 ($50,000 from N.C. Department of Public Instruction and $50,000 from N.C. Department of Community Colleges) to continue the services of the N.C. Leadership Development Center.
1991-92	$100,000 ($50,000 from N.C. Department of Public Instruction and $50,000 from N.C. Department of Community Colleges) to continue services of the N.C. Leadership Development Center.

Appendix J (Continued)

Funding History

1992-93 $100,000 ($50,000 from N.C. Department of Instruction and $50,000 from N.C. Department of Community Colleges) to continue services of the N.C. Leadership Development Center.

1993/94 $499,841 from the U.S. Department of Education to maintain and improve the Richmond County model, nationally disseminate the model, and conduct a third-party evaluation of the model and dissemination practices.

Note: In 1989, $200,000 was appropriated through the North Carolina Worker's Trust Fund for tech prep planning. Individual grants of $25,000 were to be provided to selected systems. However, a majority of the money was reverted. In 1990, grant funding became available through the Carl D. Perkins Act for tech prep planning to selected systems based on proposals submitted. Grant funding through the Carl D. Perkins Act continues through 1993.

REPORT 2

NATIONAL DIFFUSION NETWORK

PROGRAM EFFECTIVENESS PANEL SUBMITTAL

February 1994

ABSTRACT

Goals

The Richmond County Tech Prep initiative began in 1986 as a collaborative effort between the Richmond County Schools, Richmond Community College, and Richmond County business and industry. The goals of the program were to: 1) increase the number of secondary students taking and successfully mastering higher level mathematics, science, and English; 2) upgrade vocational/technical courses to reflect the influence of technology in current occupational fields and to incorporate higher level thinking skills in vocational/technical courses; 3) enroll the middle majority of high school students in a focused, more challenging, and technically-oriented curriculum at the secondary level; and 4) increase the number of students going on to two-year postsecondary schools and successfully completing a postsecondary technical degree with the ultimate goal of obtaining employment in today's competitive and technologically-oriented global workplace.

Purpose and Need Addressed

In 1986, the leadership of Richmond County Schools realized that they had a problem. Those students who were not in a college prep course of study (roughly 75% of the student population) were meandering through high school taking watered down courses which were not preparing them for post-secondary education or the workforce. A typical non-college prep graduate would have four units of basic English (representing less than grade level mastery), two units of basic math (no algebra), two units of basic physical science and biology, and two units of basic social studies. In addition, they might take a smattering of vocational courses without completing any particular career sequence of courses. The purpose of the Tech Prep initiative was to involve staff at all levels including the community college in designing and implementing a course of study to meet the needs of the middle majority of students who could with some structure and support take the more rigorous academic courses needed to ultimately complete a two year associate degree program. In a community in which 57% of the population over 25 have less than a high school degree, taking on the challenge of higher expectations for students might seem daunting, but the leadership of Richmond County felt that the future of the community depended on such an initiative.

Method of Operation

The Richmond County Tech Prep initiative consists of the following components: (a) collaborative leadership, (b) the articulation of K-14 curriculum, (c) the design of a course of study for the middle majority and curriculum development including the integration of academic and vocational content, (d) guidance redesign, (e) staff development/realignment, (f) marketing, and (g) program evaluation.

Audience

Tech Prep is designed for the middle majority of students, secondary students who typically do not enroll in a College Preparatory course of study during high school. The program targets students who may not pursue professional careers or attend four-year universities but who could benefit from two years of post-secondary education at the community college level.

Claims

The program has four claims of effectiveness:

1. Since the implementation of Tech Prep, vocational students are completing higher-level academic courses in math, science, and English.
2. Since the implementation of Tech Prep, student participation has increased in Algebra I and II with no concomitant decrease in student achievement in these subjects. In fact, the average school score on the state mandated End-of-Course Algebra I test has increased slightly and only a slight decrease in the mean score on the Algebra II test has occurred.
3. Although the Tech Prep course of study is more rigorous than the previous general vocational course of study, there has no been no increase in the percentage of drop-outs. In fact, the drop-out rate has decreased substantially since the implementation of Tech Prep.
4. Richmond High vocational students are reporting attending post-secondary institutions at a higher rate than the state average, even though the county is below the state average on socioeconomic indicators.

BASIC INFORMATION

A.	**Project Title**	Tech Prep Program
	Location	Hamlet, North Carolina
	Contact Person	Myrtle D. Stogner, Director Richmond County, NC U.S. Department of Education National Tech Prep Demonstration Site Project Richmond Community College P. O. Box 1189 Hamlet, NC 28345 (919) 582-7187
B.	**Original Developers**	Dr. M. Doug James, Superintendent Richmond County Schools Mr. Joseph Grimsley, President Richmond Community College
	Applicant Agency	Richmond County Schools
C.	**Years of Project**	
	Date Developed	1986
	Dates Operated	1986 - Present
	Dates Evaluated	1987 - Present
	Dates Disseminated	1988 - Present

D. **Sources and Level of Development and Dissemination Funding**

Richmond County Tech Prep Program

Year/Recipient(a)	Federal	State	Other	Total
1986-87 - RCC	10,000(b)	---	---	10,000
1987-88 - RCS	15,000	---	---	15,000
1988-89 - RCS	---	17,450	---	17,450
1989-90	---	---	---	---
1990-91 - RCC	---	---	---	---
1991-92 - RCC/RCS	50,000	---	---	50,000
1992-93 - RCC/RCS	50,000	---	---	50,000

North Carolina Tech Prep Leadership Development Center

Year	Federal	State	Other	Total
1988-89	---	10,000	---	10,000
1989-90	---	50,000	---	50,000
1990-91	---	100,000	100,000(c)	200,000
1991-92	---	100,000	100,000(c)	
			80,000(d)	280,000
1992-93	---	100,000	100,000(c)	
			120,000(d)	320,000
1993-94	499,841(e)	100,000	20,000(d)	619,841

(a) Recipient = RCC/Richmond Community College; RCS/Richmond County Schools.

(b) Approximately $8,000 of this $10,000 was provided by RCC to RCS for curriculum and staff development.

(c) Kellogg Foundation Grant - North Carolina Collaborative Leadership Development ($300,000 over three years).

(d) NC Science and Mathematics Alliance grant funding for curriculum improvement.

(e) U.S. Department of Education funding to maintain and improve the Richmond County Model, nationally disseminate the model, and conduct a third-party evaluation of the model and dissemination practices.

DESCRIPTION OF THE PROGRAM

Goals

The primary goal of the Tech Prep (Technical Preparation) initiative is to better prepare the non-college bound student to enter and complete without need for remediation a postsecondary technical associate degree program. Tech Prep is a course of study for the "middle majority" of secondary students who previously were allowed to "flow through the system" without a sense of direction taking courses which were not academically challenging. The goals of the Tech Prep initiative are to:

1. Increase, through a strengthened guidance process, the number of students enrolled in a focused, more challenging, and technically-oriented curriculum at the secondary level.
2. Upgrade vocational/technical courses to reflect the influence of technology in current occupational fields and to incorporate higher level thinking skills in vocational/technical courses.
3. Increase the number of vocational students completing higher level mathematics, science, and English.
4. Increase the number of students attending two-year postsecondary schools and successfully completing an associate degree in applied science with the ultimate goal of obtaining employment in today's competitive and technologically-oriented global workplace.

Purposes and Needs Addressed

In 1985, Richmond County felt it was not adequately preparing the middle majority of its students for the transition from secondary to postsecondary education and ultimately gainful employment. The job market in Richmond County, like the rest of the United States, had seen radical changes in the past few decades. Jobs for unskilled laborers declined dramatically, and the trend is expected to continue until very few such jobs are available (Johnston & Packer, 1987). A study of the Richmond County economy found that:

> If Richmond County is to prosper ten, twenty, and thirty years into the future, its work force will have to be far better trained and educated than it is today. . . . In addition to assuring that students graduate, public schools must work to improve school-to-work transition programs. Too often students leave high school with a diploma, but without a job or any plan to continue their education in college or vocational training. Students must be encouraged to plan ahead. A new ethic that education is a 14-year process must be instilled, and increased linkages should be established between public schools and community and technical colleges (1986, pp. 16-17).

Discussions with the business/industrial community confirmed for school leaders that their high school graduates were not prepared for the current more technically focused workforce. Similarly, community college leaders were communicating that they were having to provide remediation courses for many of the high schools graduates entering their programs. Working in collaboration with business and industry leaders, the Richmond County Public Schools and Richmond Community College identified several areas that needed improvement:

Students needed:

1. A stronger academic base in: (a) mathematics; (b) science, particularly in the fields related to student's chosen vocational area of interest; (c) communication skills; and (d) technology, specifically with computers.
2. To achieve competencies at grade level or above in all coursework.
3. To be held to higher expectations by staff members.

4. To be educated about the benefits of pursuing education beyond high school graduation.
5. Better guidance about careers and career preparation.

Intended Audience

Tech Prep is designed for the middle majority of students, the 60 percent or more of secondary students not continuing on to baccalaureate study (James, 1991; Peterson, 1992). An analysis of graduate intentions of Richmond County seniors in June 1986 revealed that only 51 percent planned to attend a four-year university (24 percent) or a two-year technical college (27 percent); the remaining 49 percent of Richmond County 1986 graduates planned to enter the workforce or military directly, get married, or had no plans (James, 1991). The majority of students had been choosing high school courses without clear academic or career goals. In addition, those students leaving high school with plans to enter a two-year community college or technical school did not have adequate preparation, particularly in math.

Background, Foundation, and Theoretical Framework

The needs identified for Richmond County paralleled needs identified by others. Publications in the mid-1980s highlighted the need for a new course of study for the majority of secondary students. The Unfinished Agenda (1984) advocated "building stronger ties between vocational and academic education in order to maximize learning and career opportunities" (cited in Dornsife, 1992, p. 14). Dale Parnell (1985), President of the American Association of Community and Junior Colleges, proposed the Tech Prep concept which called for: (a) more "substance in the American educational program particularly at the high school level," i.e., greater math, science, and literacy base for students; and (b) more "structure in the school program," i.e., more focused programming (p. 3).

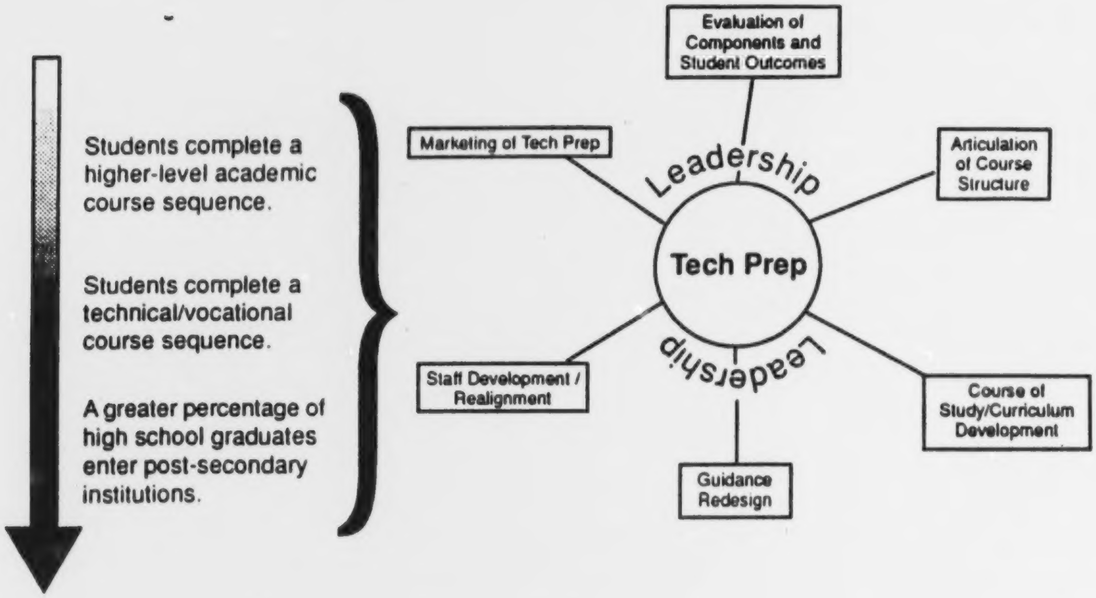
In Summer 1986, the Richmond County Schools and Richmond Community College began work to implement Parnell's Tech Prep concept. Parnell presented a "2 + 2" program in which juniors and seniors in high school take coursework designed to allow them to move easily into a two-year associate degree technical program. The Richmond County model added two additional years to Parnell's model which resulted in a 4 + 2 program encompassing Grades 9 - 12 at the secondary level plus two additional years of postsecondary study. In addition to the 4 + 2 course of study, increased emphasis was placed on strengthening core academic competencies in the lower grades, thus enabling students to enter Grade 9 better prepared for advanced courses.

Tech Prep parallels the College Prep course of study in that it provides a focused technical education course of study for students planning to attend a two-year community college or technical school. Formal Tech Prep coursework takes place in Grades 9 - 14. Emphasis is on students maintaining grade level competencies throughout K - 12 so that they may move into postsecondary studies without remediation. Students are provided formal career guidance activities throughout the K - 12 experience to clarify and expand career possibilities.

Features of the Tech Prep Concept

Scope. The components necessary to implement the Tech Prep Program are shown on the following page.

Components Necessary to Design and Implement Tech Prep


Students complete a higher-level academic course sequence.

Students complete a technical/vocational course sequence.

A greater percentage of high school graduates enter post-secondary institutions.

Evaluation of Components and Student Outcomes
Marketing of Tech Prep
Leadership
Articulation of Course Structure
Tech Prep
Staff Development / Realignment
Leadership
Course of Study/Curriculum Development
Guidance Redesign

Leadership and Marketing (Management Activities).

The leadership of Richmond County Schools, Richmond Community College, and local business and industry were critical in the development and implementation of the Tech Prep reform effort. Task forces and steering committees involving representatives of the public schools, the community college, and business and industry worked on the articulation of the K-14 curriculum, the development of an appropriate course of study, and the identification of staff development necessary to accomplish the implementation of Tech Prep.

Marketing of the Tech Prep concept to the community, parents, students, and business and industry began in 1987 with workshops and initial publicity. Course catalogs were distributed in early February to students in Grades 8 - 11. Brochures describing the Tech Prep Course of Study (Appendix A) were distributed to employers to distribute with employees' paychecks. Radio, newspaper, and billboard advertisements promoted Tech Prep in the community. This marketing campaign (See Appendices B and C for a calendar of marketing activities) continues on an annual basis, demonstrating how critical parents' attitudes toward education are to the educational leadership. It should also be noted that 57% of the population over 25 in Richmond County have less than a high school education. Thus, changing the community values about post-secondary education was recognized as a critical reform component.

Articulation of the K-14 Curriculum and Course of Study/Curriculum Development (Curriculum and Instructional Approach).

The Tech Prep design process involved:

1. Determining (with significant involvement of appropriate employers) the skills and competencies needed for completion of the associate degree programs.

2. Developing an overall course of study from Grade 9 through the second year of postsecondary education, eliminating overlaps and closing gaps.
3. Establishing sequential academic and technological prerequisites.
4. Determining advanced placement criteria for high school students who have mastered certain competencies. (James, 1991)

The curriculum articulation process was conducted early in the development of the Tech Prep concept and enhanced the cooperation between secondary and postsecondary institutions. Fourteen faculty committees compared secondary and postsecondary competencies in academic, vocational, and guidance areas to eliminate gaps in the curriculum and any duplication in content taught. These groups produced lists of recommendations regarding changes needed in course sequencing. Emphasis was placed on students: (a) mastering mathematics and scientific principles and concepts and being able to apply problem solving strategies to find solutions to real life problems, (b) obtaining greater communication skills, and (c) becoming computer literate. The articulation of courses at the secondary level with the community college resulted in the discontinuation of some high school vocational courses, the addition of new courses, and significant upgrading of other courses.

Academic prerequisites were reviewed, and more rigorous prerequisites were established for the Tech Prep course of study. Core academic courses include: Algebra I, Geometry, English (regular or precollege), Biology, Physical Science, Government and Economics, and U. S. History. Recognizing that some students could not master Algebra in a single school year, additional time was built into a course sequence designated Algebra IA and IB which allowed two years for a student to master Algebra I competencies. In addition to those core academic courses, Tech Prep students enroll in one of three career specialty clusters (engineering/technology, health/human services, and business). Appendix D shows the academic and vocational/technical courses expected of students in these three clusters.

A comparison made between vocational/technical courses offered in 1985-86 to those offered in 1993-94 showed that since 1986 seven new courses or course sequences have been added and most other courses have been upgraded and refocused to include technology currently used in the workplace. Course modifications and subsequent enrollment that have resulted from the upgrading of vocational/technical courses are shown in Appendix E.

Guidance Redesign (Learner Activities/Materials).

The success of Tech Prep relies heavily upon a strong guidance component. Career development begins in the early grades and continues throughout the student's secondary career. Beginning in Grade 7, a career development planning folder is developed for all students which follows the student through the completion of secondary school. Career exploration is taught in Grades 7 and 8 to expose students to both the opportunities and skill requirements of various careers. Interest inventories and vocational aptitude assessments provide information to students in Grades 7 - 12. A summary of all activities now included in the guidance process for Grades 7 - 12 is included as Appendix F.

At the end of Grade 8 and continuing through the end of Grade 11, students are required to select a course of study: (1) College Prep, (2) Tech Prep (engineering technology, health/human services, or business), or (3) Occu Prep. A student's course of study commitment is reviewed yearly and requires parental approval. Changes to a course of study may be made with parental approval based on the student's career focus and/or mastery of basic skills. The annual course of study and course selection process was revised as a result of Tech Prep so that students would receive more and better guidance about course selection as it relates to career plans. The "before" and "after" course selection processes are shown in flow chart format in Appendices G and H.

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The guidance component is critical to the success of Tech Prep. As one junior high school principal stated, "Counselors have a real understanding of Tech Prep. Without the counseling aspect, we are not going to get Tech Prep off the ground... [counseling] must start early in the seventh grade in career exploration; eighth grade, they develop a four-year plan." Another administrator commenting on the guidance activities that have resulted because of Tech Prep stated, "You've got to do a good job telling what Tech Prep is and how it fits into their [the student] future plans." The success of this guidance component can be seen by the changes in the course of study enrollment figures shown in Table 1. Thirty-six percent of the high school population enrolled in Tech Prep in 1993.

Table 1: A percentage comparison of 1986-87 and 1992-93 course of study enrollment

Course of Study	**1986-87**	**1992-93**
General Vocational	75%	27%
College Prep	25%	37%
Tech Prep	0%	36%

Staff Development/Realignment (Staff Activities and Staffing Patterns/Staff Development Activities).

Essential to the success of Tech Prep was that all staff members understood the Tech Prep concept. Staff development included inservice to all staff members on the structure and focus provided by the Tech Prep course of study as well as on the need for higher teacher expectations (mastery of core competencies) for students. Staff development activities focused on changing teacher attitudes, as well as learning new teaching methods. Staff members are regularly invited to attend the monthly Tech Prep Orientation sessions for site visitors hosted by the N.C. Tech Prep Leadership Development Center, Richmond County Schools, Richmond Community College, and the Richmond County-U.S. Department of Education National Dissemination Site.

In all cases, staffing of courses involved retraining or realignment of existing staff rather than the addition of new positions. Because of the need for more sections of some classes (such as the Algebra IA-IB sequence), there was a need to adjust staffing patterns to provide for extended learning time. Some of the less challenging course offerings were deleted as fewer students enrolled in those courses.

Because all staff members were involved in the career guidance of students, continuous communication and information had to be provided staff members relative to guidance activities. While no additional guidance counselors were allocated as a result of the Tech Prep Program, counselors and administrative staff at the senior high school were designated as proficient in either the Tech Prep or College Prep course-of- study requirements and served as lead guidance administrators for the staff.

Staff members were provided inservice training on the upgrading of teaching methodology to include the integration of academic and vocational activities. Two curriculum consultants added in 1990-91 work with staff members in strengthening the math and science curricula through inservice on teaching methodologies.

Business and industrial representatives along with secondary and post-secondary staff members serve on local business and industry advisory committees which allow for the continuous exposure of staff members to new technology, skill requirements, and real-world applications of course content. Vocational education staff members continue to upgrade course content and skills to reflect technological changes. Vocational instructors also attend workshops to keep abreast of changes in their particular area. The number of staff members attending such workshops and seminars has demonstrated the ongoing commitment to course improvement (161 and 109 attendees at various vocational/technical seminars in 1992 and 1993, respectively).

Evaluation (Monitoring and Evaluation Procedures).

Since the inception of the Tech Prep initiative, student enrollment and success has been monitored by school administrators. Improvements to the program are continuously made based on these and other data. State-mandated end-of-course tests, course-of-study enrollment, course completion, dropout rate, graduate intention survey and graduate follow-up data are used for evaluation. A brochure on these data is published yearly (Appendix I).

In 1993, Richmond County Schools was awarded funding through the U.S. Department of Education to improve the Richmond County Tech Prep model, nationally disseminate the model, and conduct a third-party evaluation of the model. This third-party evaluation includes both qualitative and quantitative methodology and will conclude in 1994. The evaluation data is discussed on a quarterly basis with an advisory team of all key players from both the public schools and community college.

Significance of Program Design as Compared to Similar Programs

The Tech Prep course of study parallels the traditional College Prep course of study. Tech Prep is designed to address the critical need for a better trained and educated workforce; it blends the need for students to have a strong academic background (math, science, communications) with technologically up-to-date vocational/technical courses. The Richmond County Tech Prep Program is unique in four aspects. Tech Prep:

1. Addresses a group of students heretofore left to design their own course of study for their high school years, the "neglected majority."
2. Combines a challenging academic course of study with a set of courses in a specialized vocational area, allowing students to make changes in career focus while maintaining strong academic courses.
3. Provides a coherent set of career guidance and counseling experiences for students.
4. Is developed collaboratively by representatives of the public schools, the community college, business and industry, government, and parents.

POTENTIAL FOR REPLICATION

Settings and Participants

Richmond County is a rural county with a population of 44,518 (1990 Census) in south central North Carolina, near the South Carolina border. The per-capita income for a resident of Richmond County is $9,841 compared to the state per-capita income of $12,885 (1990 Census). There are approximately 30 manufacturing facilities with workforces ranging from 15 to over 1,000 employees. Major industries include: textiles, clothing, paper, furniture, hosiery, and plastic products manufacturing; poultry processing; and metal working.

Of persons age 25 and older in Richmond County, 17 percent have less than a ninth grade education; 40 percent have less than a high school diploma (compared to 12.6 and 30 percent respectively for the state) (1990 Census). Richmond County Schools serves 8,106 students with 11 elementary (Grades K-6), 1 alternative (Grades

6-9), 4 junior high (Grades 7-9), and 1 senior high (Grades 10-12) school. The ethnic makeup of the student population reflects that of the county: 69 percent are Caucasian; 29 percent African American; and 2 percent Native American, Asian, or Hispanic (1990 Census).

Richmond Community College located in Richmond County serves over 550 full-time and 450 part-time students with approximately 20 curriculum areas. Sandhills Community College located in adjacent Moore County offers over 30 curriculum programs and serves approximately 1,700 full-time and 700 part-time students. Approximately 20 percent of Richmond Senior High School graduates attend Richmond Community College and 10 percent attend Sandhills Community College.

Replicable Components and Documentation

The Tech Prep initiative has demonstrated its replicability. In 1988, the North Carolina Rural Economic Development Center, Inc., awarded a grant to Richmond County Schools to replicate Tech Prep in four school districts in neighboring Anson, Moore, Montgomery, and Scotland Counties (Pee Dee Tech Prep Project). The high schools in these counties ranged in size from small (400+ students) to quite large (1,850+ students). The Pee Dee Project demonstrated that the Tech Prep concept could be successfully replicated.

Because of the success experienced by Richmond County and by the follow-up Pee Dee Project, the North Carolina State Board of Education and State Community College Board of Trustees adopted a policy requiring implementation of Tech Prep Programs in all North Carolina school districts by 1995. The North Carolina Department of Public Instruction and the North Carolina Department of Community Colleges allocated funds to be used to disseminate the concept of Tech Prep to school districts throughout the state.

The North Carolina Tech Prep Leadership Development Center was established in Richmond County in 1989 to assist North Carolina school districts in developing and implementing Tech Prep. Videotapes and various printed materials have been developed on the following topics: (a) a Tech Prep associate degree which describes the total model, (b) the Tech Prep student recruitment process, and (c) the Future is Now which speaks to school staff about the need for and impact of Tech Prep.

As more systems in North Carolina and across the nation became aware of the Richmond County Tech Prep Initiative, school administrators from other systems began requesting visits to Richmond County to learn about the Tech Prep model. Site visit requests became so numerous that a formal monthly, one-day orientation session on the Richmond County Tech Prep model was developed. Over 6,000 visitors have attended these orientations. In addition, the N.C. Tech Prep Leadership Development Center coordinates and hosts an annual State Tech Prep Conference now held in North Carolina with more than 3,500 participants from other states. Technical assistance to local sites has been provided to more than 750 sites. Recognizing the leadership of Richmond County, the U.S. Department of Education in 1993 awarded a grant to maintain and improve the Richmond County Tech Prep model, nationally disseminate the model, and conduct a third-party evaluation of the model and dissemination practices.

In their dissemination work, Richmond County staff discuss the following components:

Components of Tech Prep Initiative

Leadership

- Establish steering committees, curriculum/articulation review committees, business and industry advisory council.

Articulation of Course Structure

- Articulate secondary courses with postsecondary institutions.
- Upgrade vocational courses and equipment to reflect new/emerging technologies.
- Develop new courses, Principles of Technology, Algebra IA & IB, Food Science, to respond to student needs in math and science.

Course of Study/ Curriculum Dev.

- Design Tech Prep course of study to parallel College Prep course of study including stronger academic requirements.

Guidance Redesign

- Revise course selection process Grades 7-11.
- Increase career exploration for Grades K-12.
- Increase emphasis on student counseling and guidance in Grades K-12 and have all students establish goals and plans to meet goals.

Staff Development/Realignment

- Provide staff development on: Tech Prep concept, methodologies for integration of academic and vocational courses, instructional methods.
- Reassign some staff due to some course changes.

Marketing

- Promote Tech Prep to community, staff, students, and parents.

Evaluation

- Develop indicators to monitor success; i.e., course enrollment, end-of-course test participation and scores, graduate intention and follow-up surveys, student and teacher surveys.

User Requirements

The minimum requirements to implement a Tech Prep initiative in a school district are more in terms of attitude and commitment than in resources and staff. It is absolutely essential that the program be endorsed by the public schools, the postsecondary institution, and business and industry. Time and resources must be provided for curriculum articulation, course of study and curriculum improvement/development, staff development, guidance redesign, marketing the program, and monitoring and data collection for evaluation.

Costs

Some funding is needed for staff development, guidance redesign for Grades K-12, marketing, and upgrading vocational/technical courses and programs to reflect new technologies, including incorporation of computer-assisted learning in coursework.

It is very difficult to compute the costs to implement a Tech Prep Program because each school district will vary in terms of staff readiness and availability of sophisticated vocational/technical programs and courses. In areas with one community college and one school district, it is recommended that at least $15,000 be allocated for planning activities, staff development, and marketing. In larger areas with multiple school districts and one or more postsecondary institution, the costs will be greater.

It is the belief of the developers of the Richmond County Tech Prep Program that the success of the program depends upon the commitment and dedication of those already part of the school system and postsecondary institution. For that reason, hiring additional staff is not recommended. Such a position might be considered if the effort represents a consortium of several school systems and postsecondary institution(s).

EVIDENCE

A review of the demographics of Richmond County (e.g., 57% of the population over 25 has less than a high school education) clearly demonstrates that "if Richmond County is to prosper ten, twenty, thirty years into the future, its work force will have to be far better trained and educated than it is today" (MDC, Inc., 1986, pp. 16-17). The Tech Prep initiative responded to this critical need. In making the case for the success of this initiative, we present four claims. By designing a course of study (Tech Prep), strengthening guidance activities, and marketing the importance of a post-secondary degree to the community, Richmond County Schools were successful in moving roughly 40% of the high school population from a watered down, basic, non-focused general vocational course of study to a rigorous academic and technical course of study. 1) In the first claim, we show that after the implementation of Tech Prep, vocational students are completing more higher-level academic courses in math, science, and English than prior to Tech Prep. 2) Not only are more students completing courses like Algebra I and II, but achievement score levels have been maintained without any significant decrement. 3) In addition, although students have been pushed to take higher-level courses, these higher standards have not resulted in more students dropping out of high school. In fact, the drop-out rate has declined. 4) Finally, even though Richmond County tends to fall below the state average on most socioeconomic and achievement test indicators, a survey of the post-graduation status of vocational completers shows that over the last three years, Richmond County graduates reported attending post-secondary institutions at a higher rate than the state average.

1. CLAIM TYPE 3: Improvements in Students' Attitudes and Behaviors.

Since the implementation of the Tech Prep course of study, vocational students are completing higher-level academic courses in math, science, and English.

Description of Methodology

Design. The course taking behavior of two Richmond High senior classes, one prior to Tech Prep (1986) and one several years after the first students were enrolled in Tech Prep (1992), were compared to determine if more vocational students were taking higher-level math, science, and English courses.

Sample. A simple random sample of student transcripts was drawn from the population of all students graduating in 1986 and 1992 such that the proportion of seniors having taken a course could be estimated with 95% confidence. The population size of vocational students in 1986 was 382 with 168 transcripts drawn. The population size of vocational students in 1992 was 288 with 125 transcripts drawn. The Tech Prep comparison group shown in 1992 represents 46% of all vocational students. The remainder of the vocational students were in an Occu Prep track (students with no interest in a two-year postsecondary degree).

Instruments and Procedures. Using a numbered list of seniors for each class, students were randomly selected using a random numbers table. Transcripts for those students were pulled and copied. Course and course of study data from each transcript were coded and entered in a database.

Description of Results. The comparison (Table 1) of 1986 vocational to 1992 Tech Prep seniors shows significant differences in course-taking patterns. Ninety-eight percent of the 1992 Tech Prep graduates had taken Algebra I compared with 58% of the 1986 seniors ($p < .0005$). The percentage of vocational graduates who took Geometry in 1986 was 34% compared with 53% of 1992 Tech Prep seniors. The data for Algebra II show a significant change in the percentage of Tech Prep seniors taking Algebra II compared with 1986 vocational seniors, 44% to 12% ($p < .0001$). Table 1 also gives the percentage of 1992 Tech Prep graduates taking an applied physics course, Principles of Technology, and an applied math course, Informal Geometry (geometry without proofs), that were developed to provide more math and science opportunities for vocational students relevant to their career choices. Thirty percent of the Tech Prep seniors took Principles of Technology and 28% took Informal Geometry.

Table 1: A percentage comparison of 1986 and 1992 vocational Richmond Senior High seniors taking higher level math and science courses

	1986	1992		
	Vocational	Tech Prep	Occu Prep	Total
Algebra I	58%	98%	60%	78%
Geometry	34%	53%	19%	36%
Informal Geometry	---	28%	13%	20%
Algebra II	12%	44%	12%	26%
Chemistry	16%	25%	16%	20%
Principles of Technology	---	30%	1%	14%

Table 2 compares the percentages of 1986 vocational and 1992 Tech Prep seniors taking Regular or Pre-College English IV. This analysis shows that a significantly greater percentage of 1992 Tech Prep graduates took Regular or Pre-College English IV than did 1986 vocational graduates, 92% to 36% ($p < .0001$). Those students not taking Regular or Pre-College English take Basic English (a below grade level course sequence).

Table 2: A percentage comparison of 1986 and 1992 vocational Richmond Senior High seniors taking Regular or Pre-College English IV

	1986	1992		
	Vocational	Tech Prep	Occu Prep	Total
Average Percentage Taking Regular or Pre-College English IV	36%	92%	61%	77%

2. CLAIM TYPE 1: Academic Achievement - Changes in Knowledge and Skills.

Since implementation of the Tech Prep course of study, student participation has increased in Algebra I and II with no concomitant decrease in student achievement in these subjects. In fact, the average school score on the state mandated End-of-Course Algebra I test has increased slightly and only a slight decrease in mean score on the Algebra II test has occurred.

Description of Methodology

Design. Richmond County participation rates and average scores for the End-of-Course Algebra I and II tests were compared to state participation rates and average scores.

Sample. Test results and participation rates are published annually in the *Report of Student Performance*. Data from this publication were compiled for the school years 1986 to 1992. Participation rates for North Carolina End-of-Course tests are calculated by dividing the number of students taking the test by the total number in the class at which level the course is typically taken. Thus, it is an estimate of the percentage of a cohort of students who take a particular course.

Instruments and Procedures. The North Carolina Department of Public Instruction (DPI) administers a required End-of Course test to high school students completing certain courses. These tests were developed based on the *North Carolina Standard Course of Study*. The reliability and validity of the tests are documented by the Research and Testing Division of the DPI. The tests are administered each spring by classroom teachers who are trained in standardized test procedures by local test coordinators.

Description of Results. Although the most important comparison for Richmond County is the baseline (1986) data on vocational students compared to subsequent years, we offer Richmond County's End-of-Course data in comparison to the state average (Table 3) as validation of the transcript data analysis. It should be noted that Richmond County is below state averages on most socioeconomic indicators.

Table 3: Algebra I and Algebra II Participation and Score Comparisons between Richmond County and the State

	Algebra I					
	Prior to Tech Prep					
	1987	1988	1989	1990	1991	1992
Richmond County						
# tested	**387**	501	506	473	431	413
% of class	**54**	76	73	74	71	72
Average score	**36**	36	35	37	38	38
State						
% of class	**69**	71	73	72	77	81
Average score	**39**	39	40	41	41	40
	Algebra II					
	1987	1988	1989	1990	1991	1992
Richmond County						
# tested	**162**	255	161	224	226	255
% of class	**23**	37	23	35	37	45
Average score	**36**	30	33	33	35	33
State						
% of class	**39**	40	40	42	44	46
Average score	**38**	36	38	37	39	38

Students were first registered for the Tech Prep course of study in the spring of 1987 for the 1987-88 school year. Thus, the 1987 data represents the baseline comparison. Algebra I participation increased from 387 to 501 students from 1987 to 1988. Algebra II participation increased from 162 to 255 students. These increases of 22% and 14% stand out when compared to state increases of 2% and 1%. It should also be noted that although the absolute numbers of students taking Algebra I have decreased since 1989, the percentages have not. This result is due to a decrease in the total school population of Richmond County.

While participation in Algebra I and Algebra II End-of-Course tests has increased, student achievement on these tests remained stable. For example, in Algebra I, when 54% of the class participated, the average score was 36. In 1992, when the participation rate was at 72%, the average score was 38. In Algebra II, when 23% of the class participated, the average score was 36. In 1992, when the participation rate was 45%, the average score was 33, only three points lower. The data clearly demonstrate that increased numbers of vocational students can master academic subjects that they were not previously taking.

3. CLAIM TYPE 3: Improvements in Students' Attitudes and Behaviors.

Although the course of study has been upgraded for roughly one-third of the high school enrollment (those students enrolled in the Tech Prep course of study), there has been no increase in the drop-out rate. In fact, the drop-out rate has declined.

Description of Methodology

Design/sample/instruments and procedures/data analysis. The drop-out figures for grades 9-12 were obtained for the school years shown from Richmond County Schools' Principal's Monthly Reports. These figures are also consistent with those reported in the North Carolina Public Schools Statistical Profile.

Description of Results. For the initial three years of the Tech Prep program (1988-1990), the drop-out rate stayed at levels comparable to pre-Tech Prep levels (Table 4). Thus, in these initial years, the higher expectations for the middle majority operationalized by the Tech Prep course of study did not negatively affect the school's holding power. It should also be noted that Tech Prep initially enrolled students at the tenth grade level. Ninth graders were not asked to commit to a course of study until 1989-90. Sizable decreases in the number of drop-outs have been registered in 1991, 1992, and 1993 subsequent to the ninth grade enrollment effort.

Table 4: Number and Percentage of Richmond County Grades 9-12 Drop-outs from 1985 through 1993

	School Year	Number of Drop-outs	Total School Enrollment	Percent
Prior to	*1985-86*	189	2621	7.2
Tech Prep	*1986-87*	181	2603	7.0
Enrolled 10th	*1987-88*	171	2625	6.5
Graders	*1988-89*	200	2631	7.6
Enrolled 9th	*1989-90*	173	2544	6.8
Graders	*1990-91*	133	2440	5.5
	1991-92	68	2305	3.0
	1992-93	56	2205	2.5

4. CLAIM TYPE 3: Improvements in Students' Attitudes and Behaviors.

Richmond High vocational students are reporting attending post-secondary institutions at a higher level than the state average.

Description of Methodology

Design. The status of Richmond Senior High vocational completers was compared to the status of vocational completers in the state.

Sample. The North Carolina Department of Public Instruction requires that each district conduct a follow-up of vocational completers after graduation. A vocational completer is defined as a student who completes the highest course in a vocational sequence, for example, a student who took Computerized Accounting I and II. Districts must obtain at least a 75% response rate to be reported by the state.

Instruments and Procedures. Data were obtained from the North Carolina Department of Public Instruction's **Secondary Vocational Education Completer Follow-up** survey. This survey is conducted annually by each school district. Graduates who were vocational completers are contacted in the fall following their graduation and asked for their work/education status.

Data Analysis. The responses to the item asking about current work/education status are shown in Table 5 for Richmond County and for the state. The numbers in the table represent the percent of respondents who indicated each status category listed. The percents represent a three year average (1990, 1991, 1992).

Description of Results. Although no baseline data (prior to Tech Prep) is available, Richmond County compares favorably with the state average (Table 5). As can be seen, Richmond County is below the state averages on socioeconomic characteristics. However, over the 1990-1992 three year period an average of 55% of Richmond High School respondents to the vocational completer survey have indicated that they are attending post-secondary institutions, which is higher than the state average of 51%. An average of 29% of the Richmond High School respondents indicated receiving no further education, which is lower than the state average of 34%.

Table 5: A percentage breakdown of vocational completers' current educational status, by district and school year

	Richmond	**State**
Percent of population over 25 with less than a high school education	57%	43%
Average per capita income	$ 9,841	$12,885
Vocational Completers Education Status 1990-1992		
Attending post-secondary institutions	55%	51%
Business/Military on-the-job training	16%	15%
Receiving no further education	29%	34%

E. Interpretation and Discussion of Results

1. Relationship Between Effect and Treatment

The data presented in the claims show that: 1) the course-taking patterns of the middle majority have changed significantly in math, science, and English; 2) participation rates in Algebra I and II have increased at a rate much higher than the state average with no concomitant decrease in tests scores; 3) although the course of study for the middle majority has been upgraded, there has been no increase in the drop-out rate; in fact, it has declined; 4) although the county is below the state average on educational characteristics, (57% of the over 25 population in Richmond County has less than a high school degree compared to a state average of 43%) follow-up data on seniors shows that over a three year period, Richmond County has a higher percentage of vocational (non-college prep) graduates in post-secondary institutions than the state average.

It is clear that Richmond County effected change in their school system (course of study articulation and guidance in particular). The result of these changes were changes in student course-taking behaviors. Entry into post-secondary institutions results from a complex interplay of family values, financial capabilities, attitudes toward school, perceived ability, confidence, success in courses, types of guidance received, and expectations of teachers. Although demonstrating changes in this behavior is difficult, the Richmond County statistics suggest a pattern of exceeding the state average.

Richmond County leadership works toward the continuous improvement of the skills of the middle majority. They are vigilant in their monitoring of the progress of this formerly forgotten group of students. They are not there yet. They hold the lofty goal of encouraging 85% of their students to attend post-secondary education. Attaining this goal will not be easy and may take years of continual prodding of the system. But they have started a reform for the middle majority that deserves dissemination. They have accomplished a significant amount of structural change and have been successful at articulating the components of this change process to many other school districts throughout the state and nation. Their ability to articulate these components and report their data (see Appendix I) puts them in the forefront of the Tech Prep reform movement.

2. Control of rival hypotheses

Trends at the state and national level are toward increased course taking in academic subjects due to tougher graduation requirements (Angus and Mirel, 1993). Thus, it is possible that some of the academic course-taking changes described would have happened without Tech Prep.

However, Richmond County led the trend in North Carolina. They proved to the state by the jump in their Algebra I participation rate from 54% to 76% with no change in the average test score that many more students could succeed (see Table 3). The State Board of Education subsequently made Algebra I a graduation requirement in 1991-92.

What is unique about the Tech Prep program is that it combines increased academic course-taking with a more focused and technical vocational course sequence in business, health, or engineering and a more focused guidance and marketing campaign that gets students and their parents thinking about future plans earlier. Choosing a course of study forces students to think about their career options. Increases in course enrollments due to stricter state graduation requirements is not the same as bringing the weight of the system through course articulation, guidance, marketing, and staff development down on the middle majority to more effectively guide them to successful career opportunities.

The increasing percentages of students taking higher level academic courses could be attributed to attrition. That is, if the more rigorous course of study is causing more students of lower ability to drop-out, then the student body remaining is a more select population and the course-taking percentages might increase as a result. However, the reported drop-out rate in Richmond County has decreased from 7.2 percent in 1986 to 2.5 percent in 1993. Thus, a higher attrition rate of lower ability students could not have caused the changes noted.

F. Educational Significance of Results

1. Relationship of Results to Needs

The Tech Prep initiative was designed to meet the needs of the middle majority of high school students who had previously meandered through high school with little thought of whether or not they were adequately preparing themselves for the future. This population consisted of those students who were not planning to go to a four year college or university. The behaviors of this middle majority have clearly changed. They are taking more math (Algebra I, Geometry, and Algebra II), more applied science (Principles of Technology), more chemistry and higher level English than general vocational students (Occu Prep). They are completing rigorous vocational sequences in business, health, and engineering/technology.

Tech Prep graduates are those who will likely stay in the community. Currently, in Richmond County (1990 census) a majority (57%) of the population over 25 have less than a high school education. Follow-up survey data show that the majority of Richmond High School graduates (65% in 1991) are now attending post-secondary institutions (four year and community colleges). The impact on the economic vitality of the community of this increase in the skills of the workforce feeding into the 30 manufacturing, health, and business workplaces will be significant.

2. Comparison of Results to Results from Other Programs

Through state funding for the North Carolina Tech Prep Leadership Development Center housed at Richmond Community College, Richmond County has disseminated the Tech Prep concept widely and effectively throughout the state. In fact, implementation of a Tech Prep course of study is now a state requirement. Thus, Tech Prep initiatives are flourishing much to the credit of Richmond County. However, very few programs have been working on this concept as long and as single-mindedly as the Richmond County leadership team. Thus, it is unlikely that there are any Tech Prep programs in North Carolina or in the country that have the degree of historical understanding of what this kind of change involves and the data to document the changes made that Richmond County has.

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APPENDICES

A: Tech Prep - A course of study for a brighter future (brochure)

B: Calendar of Events (Marketing/Guidance Activities)

C: Expansion of Sample Calendar of Events

D: Richmond County Schools - Richmond Community College Suggested Tech Prep Course of Study

E: Effect of Tech Prep on Vocational Course Offerings

F: Career Guidance - Grades 7-14

G: Commitment Process - Grades 8-11 Prior to Implementation of Tech Prep Program

H: Commitment Process - Grades 8-11 Post Implementation of Tech Prep Program

I: The Future is Now - 1986-92 Tech Prep Results (brochure)

WHAT IS TECH PREP?

The TECH PREP (Technical Preparation) program is a course of study designed to meet the need for high school graduates to have more technically oriented educational backgrounds. Through a blending of higher level academic and vocational courses, TECH PREP prepares students for the advanced courses required by two-year technical and community college programs.

There are three major program areas in TECH PREP: Engineering (Industrial, Mechanical, and Electrical), Business, and Health/Human Services. Each area requires students to take Algebra I & II, Geometry, Regular or Pre-College English, General or Pre-College Biology, Physical Science, Government and Economics, and United States History.

Students enrolled in each area of the TECH PREP program prepare the rest of their course schedules according to state requirements and individual career goals.

All students interested in opening their own businesses are encouraged to take ENTREPRENEURSHIP during their senior year.

FROM RSHS TO RCC

ENGINEERING COURSE SUGGESTIONS

(Industrial, Mechanical, and Electrical)

Principles of Technology I & II, Drafting I, II, Electronics I, II, or Metals Manufacturing I & II.

This course of study prepares graduates to enter Richmond Community College's Electronics Engineering Technology, Mechanical Engineering Technology, Industrial Maintenance, Electrical Installation and Maintenance, Machinist, Architectural Drafting, Vending Machine Maintenance, and Electronic Servicing programs.

BUSINESS COURSE SUGGESTIONS

Keyboarding/Typing, Advanced Typing/Wordprocessing, Computerized Accounting I & II, Business Math, Shorthand/Speedwriting I & II, Administrative Support Occupations I & II, Business Data Processing I & II, Business Law, Marketing, Fashion Merchandising, Marketing and Merchandising.

The Business component prepares graduates to enter RCC's Accounting, Business Administration, Business Computer Programming, General Office Technical Specialty, and Secretarial/Executive programs.

HEALTH/HUMAN SERVICES COURSE SUGGESTIONS

Health Occupations I & II, Living Technology, Parenting and Child Development, Foods and Nutrition, Interior Design and Housing, Commercial Foods, Child Care Services, Regular or Pre-College Psychology/Sociology, General or Pre-College Chemistry, Latin I & II, Food Science Anatomy/Physiology, Cosmetology, Advanced Typing/Wordprocessing.

Graduates are prepared to enter RCC's Associate Degree Nursing, Practical Nursing, Criminal Justice and Human Services Technology programs.

OTHER OPTIONS

Guidance counselors will help students interested in other career fields prepare their schedules. Course schedules leading to careers in everything from Child Care Center Operator to Cabinet Maker have been developed. A listing of community colleges offering related coursework will be provided.

Appendix A

Tech Prep - A Course of Study for a Brighter Future (brochure)

Appendix B

RICHMOND COUNTY SCHOOLS
Calendar of Events
1992 - 1993

1/12/93

Date	Activity	Person Responsible
Nov. 30	Review calendar of events	Planning Committee
Oct. 5 - Nov. 30	Update Curriculum Catalog	RSHS Department
Dec. 1 - Dec. 18	Print Catalogs	J. Frye, Graphics Students
Dec. 1 - Dec. 11	Administer DAT Test to 9th Graders	Counselors
Jan. 19	Registrars, Jr. & Sr. Counselors Meeting 1:00 at RSHS	R. Robertson, B. Carnes Counselors, Principals
Jan. 19	PC, TP, OP Orientation, RSHS Faculty 3:15	R. Robertson, D. James
Jan. 25	Issue Curriculum Catalogs	H.R. Teachers
Jan. 26	RSHS TP Orientation 9:30 - 10th Graders 10:30 - 11th Graders	Business/Industry Team D. James, J. Grimsley M. Webb, D. Honeycutt
Jan. 27	Teacher Orientation (PC, TP, OP Curriculum) Ellerbe & R'ham Jr. at R'ham Jr. - 3:30	M. Webb, D. James J. Langley, B. McRae E. Peterson
Jan. 28	Teacher Orientation (PC, TP, OP Curriculum) Hamlet & Rohanen Jr. at Hamlet Jr. - 3:30	D. James, M. Webb R. Beck, J. Richardson B. McRae
Jan. 27 -28	9th Tours and TP Orientation at RSHS 9:00 - 11:00 (1/27 - Rohanen & Hamlet) (1/28 - Rockingham & Ellerbe)	J. Ethridge, M. Webb Bus./Ind. Team (9:00) D. James, J. Grimsley, D. Honeycutt
Jan. 29	7th & 8th grade TP Orientation at 4 Junior Highs (schedule to follow)	Bus./Ind. Team, M. Webb D. Honeycutt, D. James, J. Grimsley
Jan. 25 - Jan. 29	DAT Results to Students	Counselors
Feb. 1-15	Radio Spots, TP Tapes on Channel One, Cablevision Spots Newspaper Ads, Billboard Advertisement	M. Webb, J. Grimsley R. Robertson B. Jones
Feb. 8	Issue Course of Study Committment Forms Grades 9-11	Counselors, H.R. Teacher
Feb. 12	Collect Course of Study Committment Forms (grades 9-11) Issue Registration Cards (grades 9-11)	Counselors Homeroom Teachers
Feb. 5-15	Business/Industry Luncheon or Breakfast	RC College
Feb. 15 - Mar. 31	Registration (grades 9 - 11)	Counselors, Registrars Homeroom Teachers
April 1 - April 21	Registration Cards Checked	B. Carnes, Registrars
April 22 - May 14	Prepare Student Schedules	B. Carnes, S. Adcock
May 17	Issue Class Schedules for 1993-94	RSHS

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Appendix C

Expansion of Sample Calendar of Events

November 30 - Review Calendar of Events
Person(s) Responsible:
- Superintendent, Richmond County Schools
- President, Richmond Community College
- Vice President for Academic Affairs, Richmond Community College
- Vice President for Instruction, Richmond Community College
- Vocational Education Director, Richmond County Schools
- Principal, Richmond Senior High School
- Principals (4), Richmond junior high schools

Activity:

Planning the marketing and guidance process for the year; review dates for the year; and revise strategies from the previous year.

October 5 - November 30 - Update Curriculum Catalog
Person(s) Responsible:
- Curriculum Departments

Activity:

Richmond Senior High School curriculum departments review curriculum offerings and update catalog to include new courses and delete courses no longer offered.

December 1 - 18 - Print Catalogs
Person(s) Responsible:
- Graphics Communications Department

Activity:

Graphics students print curriculum catalogs for the following school year registration.

December 1-11 - Administer DAT Test to 9th Graders
Person(s) Responsible:
- Junior high school counselors

Activity:

Junior high school counselors administer the Differential Aptitude Test (DAT) to all 9th grade students. Results of the DAT are used to help students determine individual strengths and weaknesses and better consider educational programs and occupations.

January 19 - Registrars, Junior and Senior Counselors Meeting
Person(s) Responsible:
- Principal, Richmond Senior High School
- Assistant Principal, Richmond Senior High School (in charge of registration)
- Junior and senior high school counselors
- Principals

Activity:

Information about registration reviewed: commitment forms, choosing a course of study, new courses, deleted courses, changes, and graduation requirements.

January 19 - Pre College, Tech Prep, Occu Prep Orientation, Richmond Senior High School Faculty
Person(s) Responsible:
- Superintendent, Richmond County Schools
- Principal, Richmond Senior High School

Activity:

Overview of registration; i.e., materials to be used, curriculum catalog; update for all Richmond Senior High School faculty.

Appendix C

Expansion of Sample Calendar of Events

January 25 - Issue Curriculum Catalogs

Person(s) Responsible:
- Homeroom teachers

Activity:
- Curriculum catalogs issued to 8th-11th grade students.

January 26 - Richmond Senior High School Tech Prep Orientation

Person(s) Responsible:
- Superintendent, Richmond County Schools
- President, Richmond Community College
- Vice President for Academic Affairs, Richmond Community College
- Vocational Education Director, Richmond County Schools
- Principal, Richmond Senior High School
- Business and industry representatives
- Former students

Activity:
- Business and industry representatives and former students speak to senior high school 10th-11th grade students regarding importance of the higher level courses and tech prep.

January 27-28 Junior High School Teacher Orientation (Pre College, Tech Prep, Occu Prep Curriculum)

Person(s) Responsible:
- Superintendent, Richmond County Schools
- Vocational Education Director, Richmond County Schools
- Assistant Superintendent for Curriculum, Richmond County Schools
- Junior high school principals

Activity:
- Overview of registration; i.e., materials to be used, curriculum catalog; update for all junior high school faculty.

January 27-28 - 9th Grade Tours and Tech Prep Orientation at Richmond Senior High School

Person(s) Responsible:
- Superintendent, Richmond County Schools
- President, Richmond Community College
- Vice President for Academic Affairs, Richmond Community College
- Vocational Education Director, Richmond County Schools
- Vocational Support Services, Richmond County Schools
- Business and industry representatives

Activity:
- Orientation for all 9th grade students; review course of study and commitment process; tour of high school.

January 29 - 7th and 8th Grade Tech Prep Orientation at Four Junior High Schools)

Person(s) Responsible:
- Superintendent, Richmond County Schools
- President, Richmond Community College
- Vice President for Academic Affairs, Richmond Community College
- Vocational Education Director, Richmond County Schools
- Business and industry representatives

Activity:
- Career awareness for all 7th and 8th grade students.

Appendix C

Expansion of Sample Calendar of Events

January 25-29 - DAT Results to Students
Person(s) Responsible:
Junior high school counselors
Activity:
Ninth grade junior high school students provided DAT results.

February 1 - 15 - Radio Spots, Tech Prep Tapes on Channel One, Cablevision Spots, Newspaper Ads, Billboard Advertisement
Person(s) Responsible:
President, Richmond Community College
Vocational Education Director, Richmond County Schools
Principal, Richmond Senior High School
School/Community Services Director
Activity:
Marketing tech prep program to students and community.

February 8 - Issue Course of Study Commitment Forms Grades 9-11
Person(s) Responsible:
Homeroom teachers
Counselors
Activity:
Students (grades 8-11) provided course of study commitment forms, curriculum guide, and career planner.

February 12 - Collect Course of Study Commitment Forms, Issue Registration Cards (Grades 9-11)
Person(s) Responsible:
Homeroom teachers
Counselors
Activity:
Students (grades 8-11) return course of study commitment forms with parent signature to homeroom teacher/counselors; registration cards issued students.

February 5 - 15 - Business/Industry Luncheon or Breakfast
Person(s) Responsible:
Richmond Community College
Activity:
Business/Industry luncheon or breakfast to receive tech prep brochures which are forwarded to parents with paychecks and through employee conferences.

February 15 - March 31 - Registration (grades 9 - 11)
Person(s) Responsible:
Counselors
Registrars
Homeroom Teachers
Activity:
Students (grades 8-11) complete registration form; counselors, registrars, homeroom teachers, and teachers assist students in selection of courses. Approval must be received from teachers for students to register for course(s).

Appendix C

Expansion of Sample Calendar of Events

April 1 - 21 - Registration Cards Checked

Person(s) Responsible:

Assistant Principal, Richmond Senior High School
Registrars

Activity:

Registration cards reviewed by registrars; prerequisites verified; course of study and course selections monitored.

April 22 - May 14 - Prepare Student Schedules

Person(s) Responsible:

Assistant Principal, Richmond Senior High School
SIMS Coordinator

Activity:

Student class schedules for following school year prepared by lead registrars at senior high school and junior high schools.

May 17 - Issue Class Schedules for 1993-1994

Person(s) Responsible:

Assistant Principal, Richmond Senior High School

Activity:

Class schedules for following school year issued to students. Changes to schedule may be made from May through August. In extenuating circumstances, changes to schedule may be made after school year begins in fall.

Appendix D

Richmond County Schools - Richmond Community College

Suggested Tech Prep Course of Study

1993-1994

Reg - Regular
CP - College Prep
*Vocational/Technical

GRADE	ENGINEERING (industrial, mechanical, electrical)	HEALTH / HUMAN SERVICES	BUSINESS
9	Reg./CP English Algebra I/IA Government and Economics Health and Physical Education Physical Science/Arts Education Technology Education *Introduction to Agriscience *(Rockingham Junior Only)	Reg./CP English Algebra I/IA Government and Economics Health and Physical Education Physical Science/Arts Education *Living Technology	Reg./CP English Algebra I/IA Government and Economics Health and Physical Education Physical Science/Arts Education *Keyboarding
10	Reg./CP English Algebra I/IB, Geometry Informal Geometry Reg. /CP Biology *Principles of Technology I *Horticulture I *Introduction to Engineering Technology *Introduction to Manufacturing Technology *Textile Technology I *Introduction to Construction Technology	Reg./CP English Algebra I/IB, Geometry, Informal Geometry Reg./CP Biology Reg./CP Psychology/Sociology *Biomedical Technology/Health Team Relations *Clothing and Textiles *Parenting and Child Development *Interior Design and Housing *Foods and Nutrition *Cosmetology I *Food Science	Reg./CP English Algebra I/IB, Geometry, Informal Geometry Reg./CP Biology *Computerized Accounting I *Advanced Keyboarding/Document Processing *Business Math *Fashion Merchandising *Keyboarding *Marketing *Shorthand/Speedwriting I Pre-Computer Programming
11	Reg./CP English Geometry, Algebra I/IB, Informal Geometry United States History - Reg./CP *Principles of Technology I/II *Auto Technology I *Carpentry I *Ind. Coop. Training I *Metals Technology I *Graphics I *Technical Drafting I *Textile Technology I, II *Electronics I *Masonry I *Horticulture II	Reg./CP English Anatomy/Physiology Geometry, Algebra, I/IB, Informal Geometry United States History - Reg./CP Reg./CP Chemistry *Allied Health I/Medical Science I *Clothing and Textiles *Foods and Nutrition *Parenting and Child Development *Interior Design and Housing *Child Care Services I *Food Production and Management I *Home Economics Cooperative Ed. I *Cosmetology II *Food Science	Reg./CP English Geometry, Algebra I/IB, Business Math, Informal Geometry United States History - Reg./CP Science Elective (If Physical Science is not taken) *Office Technology and Procedures I *Shorthand/Speedwriting I, II *Advanced Keyboarding/Document Processing II *Business Computer Programming *Business Law Business Math *Computerized Accounting I, II *Marketing *Marketing Management *Fashion Merchandising *Graphics I Pre-Computer Programming Computer Programming I
12	Reg./CP English Geometry, Algebra II *Principles of Technology I/II *Entrepreneurship *Agriculture Cooperative Ed *Auto Technology II *Electronics II *Technical Drafting II *Ind. Coop. Training I, II *Metals Technology II *Masonry II *Textile Technology I, II, III *Graphics II *Carpentry II *Horticulture II, III	Reg./CP English Geometry, Algebra II, Informal Geometry Anatomy and Physiology *Entrepreneurship *Allied Health II/Medical Science II *Clothing and Textiles *Foods and Nutrition *Interior Design and Housing *Parenting and Child Development *Child Care Services II *Food Production and Management II *Cosmetology III *Home Economics Cooperative Ed. II *Food Science	Reg./CP English Geometry, Algebra II, Business Math, Informal Geometry *Entrepreneurship *Office Technology and Procedures II *Advanced Keyboarding/Document Processing II *Applied Communications *Business Computer Programming I, II *Business Law *Business Math *Computerized Accounting I, II *Fashion Merchandising *Marketing *Marketing Management *Shorthand/Speedwriting I, II *Graphics II Computer Programming I, II
13	Electrical Installation Industrial Electronics Industrial Maintenance Machinist Industrial Production-Operations	Practical Nursing Education (LPN)	
14	Electronic Engineering Technology Mechanical Engineering Technology	Associate Degree Nursing (RN) Criminal Justice Human Services Technology	Accounting Business Administration Microcomputer System Technology Administrative Office Technology

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Appendix E: Effect of Tech Prep on Course Offerings

Vocational/Technical Courses

Engineering (industrial, mechanical, electrical)

Course/Enrollment 1985-86		Course/Enrollment 1993-94	
Exploratory Ind. Arts. (Jr. High)	241	Technical Education (Jr. High)	170
Intro. to Trade and Industry	132	Intro. to Trade and Industry	65
Principles of Technology (pilot course)	16	*Principles of Technology I	54
		*Principles of Technology II	17
		Engineering Technology	72
		Manufacturing Technology	13
		Construction Technology	33
Electronics I	--	Electronics I	16
Electronics II	15	Electronics II	11
Electronics III	8		
Drafting I	--	Technical Drafting I	24
Drafting II	18	Technical Drafting II	19
Drafting III	9		
Graphics I	--		
Graphics II	18	Graphics Communications I	20
Graphics III	10	Graphics Communications II	11
Machine Shop I	12	Metals Technology I	15
Machine Shop II	7	Metals Technology II	9
Auto Mechanics I	--	Auto Servicing	20
Auto Mechanics II	30	Auto Technology I	16
Auto Mechanics III	15	Auto Technology II	10
Textiles I	22	Textile Technology I	21
Textiles II	10	Textile Technology II	16
Textiles III	7		

Health/Human Services

Course/Enrollment 1985-86		Course/Enrollment 1993-94	
Cosmetology I	--	Cosmetology I	27
Cosmetology II	19	Cosmetology II	16
Cosmetology III	12	Cosmetology III	10
		*Living Technology	60
		*Food Science	15
Food Service I	25	Food Prod. and Mgmt. I	11
Adv. Food & Nutrition	76	Food Prod. and Mgmt. II	7
Intro. Health Occupation	19	Allied Health Sciences I	41
Health Occupations I	50	Allied Health Sciences II	18
Health Occupations II	15	*Medical Sciences I	33
		*Medical Sciences II	--
		Biomedical Technology/ Health Team Relations	87

Business

Course/Enrollment 1985-86		Course/Enrollment 1993-94	
Accounting I	155	Computerized Accounting I	88
Accounting II	38	Computerized Accounting II	22
Typing I (Jr. & Sr. High)	496	Keyboarding (Jr. & Sr. High)	436
Typling II (Sr. High)	88	Advanced Keyboarding/ Document Processing (Sr. High)	20
Business Data Processing I	77	Business Computer Prog. I	38
Business Data Processing II	11	*Small Business/Entrepreneurship	23
Business Communications	28	Applied Communications	11
Total Enrollment 1985-86	1,679	Total Enrollment 1993-94	1,595

*Indicates new courses; all 1993-94 courses significantly upgraded.

Appendix F

Career Guidance Activities Provided Grades 7 - 14

7th Grade

Quest--Skills for Adolescence Program for all students (decision making, goal setting).
Classroom guidance/introduction to career planning.
Choices Junior (computerized program) or career exploration (elected course).
Individual guidance.
Educational and Career Planning Folder set up for all 7th grade students.
Career Finder (interest inventory, computerized program) for non-career exploration students.
PIC, CASE, or VOC TIES for careers students.
Course selection for 8th grade - commitment/scheduling.

8th Grade

Job-O career exploration (computerized program) available to all 8th grade students.
Career Finder (interest inventory, computerized program) for non-career exploration students).
Vocational Aptitude Assessment (TAPS) for all high risk and/or exceptional students.
Update Educational and Career Planning Folder.
PIC, CASE, or VOC TIES for careers students.
Four-year academic plan completed prior to registration.
Course selection for 9th grade - commitment/scheduling.

9th Grade

Differential Aptitude Test (DAT) administered to all students; results to be considered prior to 10th grade preregistration. Group guidance sessions prior to and after administration of DAT.
Vocational Aptitude Assessment (TAPS) for high risk and/or exceptional students as needed.
Update Educational and Career Planning Folder; forward to high school at end of school year.
Career Finder (interest inventory, computerized program, optional).
PIC, CASE, or VOC TIES for careers students.
PSAT given free to all students who have completed Algebra I.
Update four-year academic plan.
Course selection for 10th grade - commitment/scheduling.

10th Grade

Educational and Career Planning folder transferred to high school and updated.
Guidance Information System - Harrington O-Shea Interest Inventory (optional).
Continued Interpretation of Differential Aptitude Test (DAT).
Individual conferences with all 10th grade students regarding registration.
PSAT given free to all students who have completed Algebra I.
Group orientation and interpretation of PSAT.
Career Center available to all students.
Update four-year academic plan.
Course selection for 11th grade - commitment/scheduling.

Appendix F

Career Guidance Activities Provided Grades 7 - 14

11th Grade

Guidance Information System - Harrington O-Shea Interest Inventory (optional).
Post high school planning.
Interpretation of PSAT, SAT, ACT.
Individual conferences with all 11th grade students regarding registration.
Part-time work opportunities (optional).
Career Center available to all students.
Update four-year academic plan.
Course selection for 12th grade - commitment/scheduling.

12th Grade

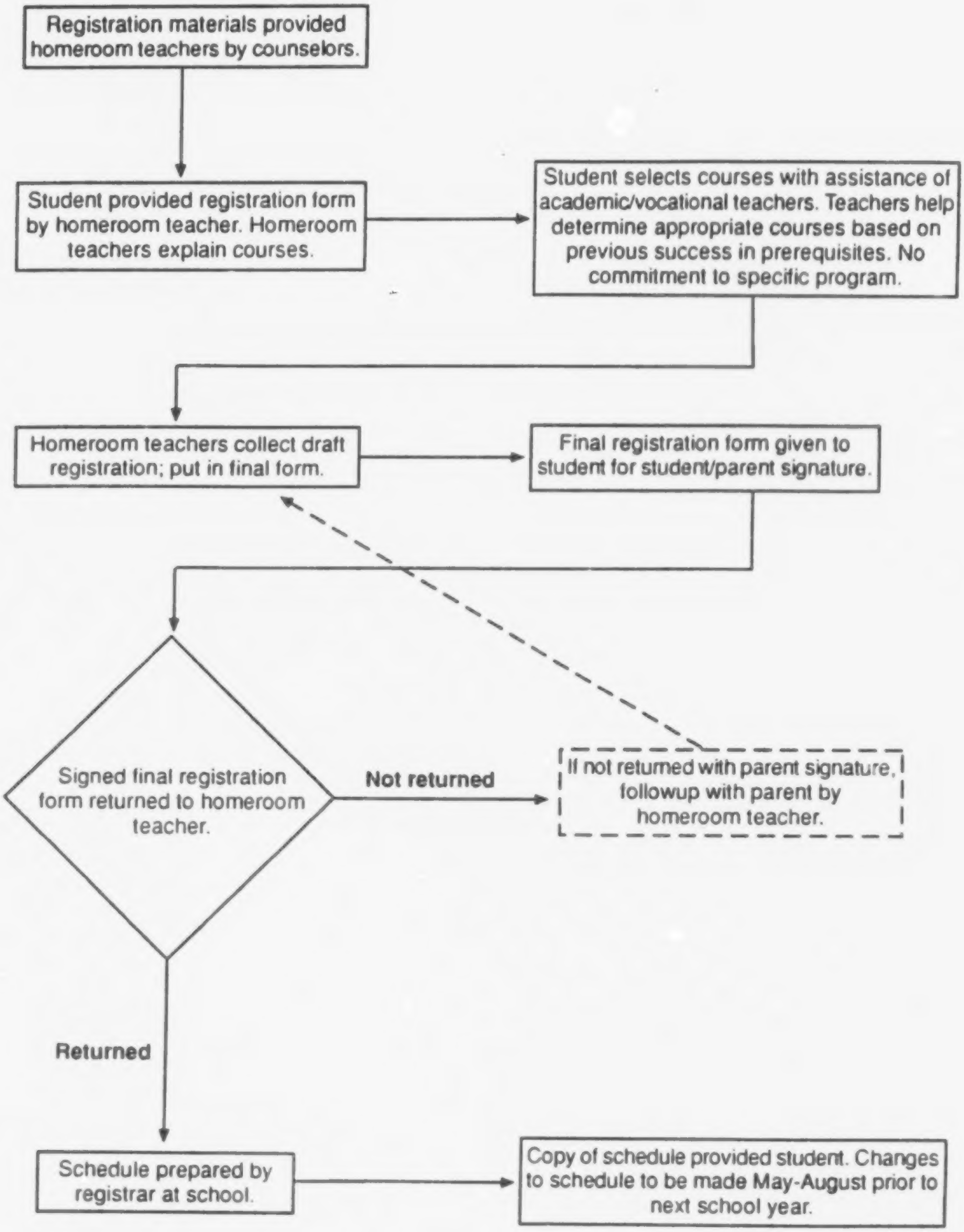
Guidance Information System - Harrington O-Shea Interest Inventory (optional).
SAT, ACT, ASVAB, AP testing.
Senior interviews.
Career Center available to all students.
Post high school planning.
Part-time/full-time work opportunities (optional).

13th-14th Grades (Community College level)

Self Directed Search - interest inventory.
Computerized Placement Test - admissions test.
Myers-Briggs Type Indicator - personality test.
Differential Aptitude Test - multi aptitude test battery.
Bennett Mechanical Comprehension Test - mechanical/problem solving test.
Guidance Information System - computer assisted guidance services.
Individual career counseling.
Career and Life Planning class.
Job Readiness and Job Search workshops (includes resume writing, interviewing techniques, and application completion).
Job Placement Credentials File (available to employers).

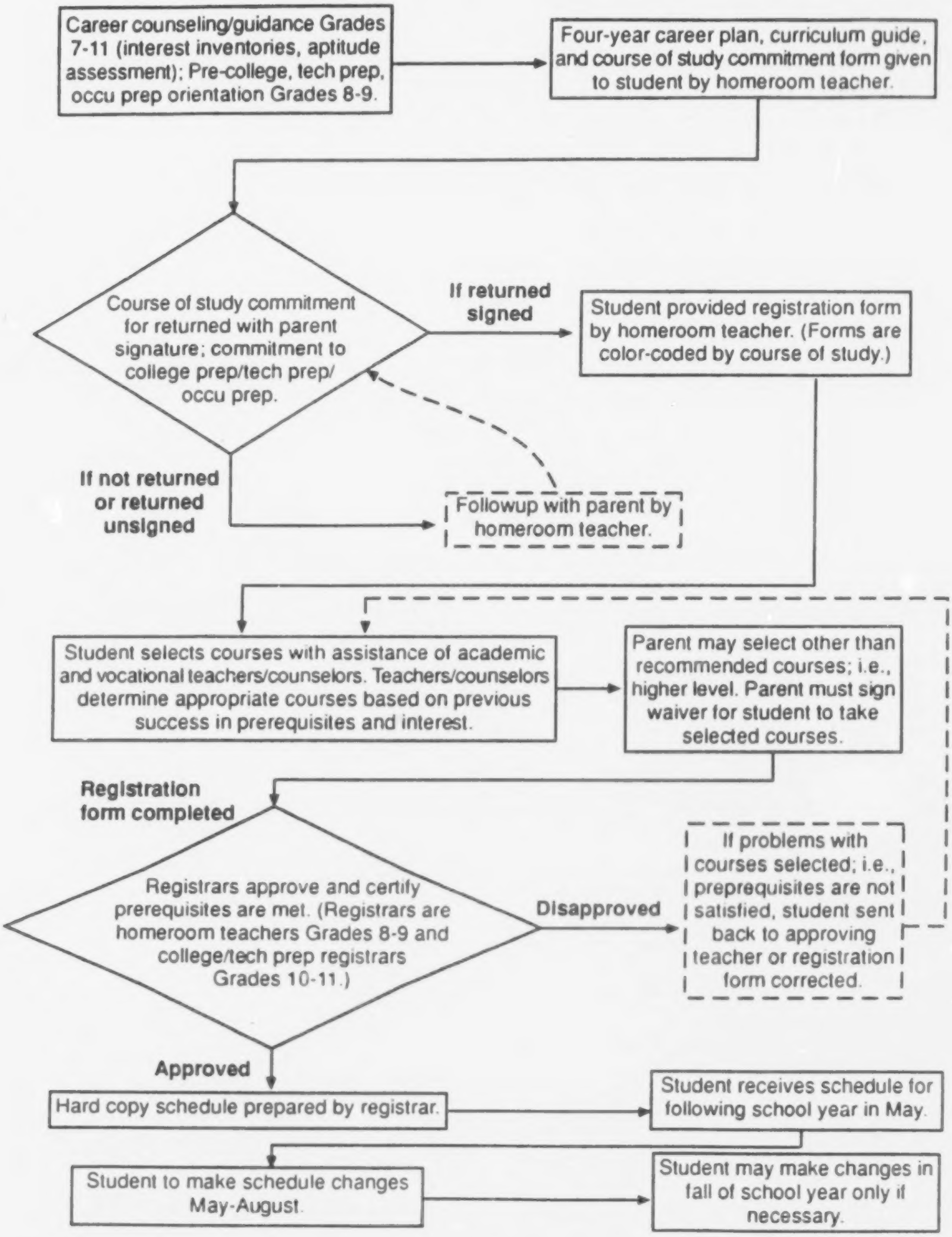
Appendix G

Commitment Process — Grades 8-11
Prior to Implementation of Tech Prep Program


Registration materials provided homeroom teachers by counselors.
Student provided registration form by homeroom teacher. Homeroom teachers explain courses.
Student selects courses with assistance of academic/vocational teachers. Teachers help determine appropriate courses based on previous success in prerequisites. No commitment to specific program.
Homeroom teachers collect draft registration; put in final form.
Final registration form given to student for student/parent signature.
Signed final registration form returned to homeroom teacher.
Not returned
If not returned with parent signature, followup with parent by homeroom teacher.
Returned
Schedule prepared by registrar at school.
Copy of schedule provided student. Changes to schedule to be made May-August prior to next school year.

Appendix H

Commitment Process — Grades 8-11
Post Implementation of Tech Prep Program


Career counseling/guidance Grades 7-11 (interest inventories, aptitude assessment); Pre-college, tech prep, occu prep orientation Grades 8-9.
Four-year career plan, curriculum guide, and course of study commitment form given to student by homeroom teacher.
Course of study commitment for returned with parent signature; commitment to college prep/tech prep/ occu prep.
If returned signed
Student provided registration form by homeroom teacher. (Forms are color-coded by course of study.)
If not returned or returned unsigned
Followup with parent by homeroom teacher.
Student selects courses with assistance of academic and vocational teachers/counselors. Teachers/counselors determine appropriate courses based on previous success in prerequisites and interest.
Parent may select other than recommended courses; i.e., higher level. Parent must sign waiver for student to take selected courses.
Registration form completed
Registrars approve and certify prerequisites are met. (Registrars are homeroom teachers Grades 8-9 and college/tech prep registrars Grades 10-11.)
Disapproved
If problems with courses selected; i.e., preprequisites are not satisfied, student sent back to approving teacher or registration form corrected.
Approved
Hard copy schedule prepared by registrar.
Student receives schedule for following school year in May.
Student to make schedule changes May-August.
Student may make changes in fall of school year only if necessary.

Appendix I

The Future Is Now!

1986-92 TECH PREP RESULTS

Richmond County Schools

~

Richmond Community College

Richmond County

TECH PREP RESULTS

Richmond Senior High School 1991-92

Grades 10-12

	CP	TP	OP
White	73.0%	63.0%	49.0%
Minority	27.0%	37.0%	51.0%
Male	42.0%	47.0%	65.0%
Female	58.0%	53.0%	35.0%

Course of Study Enrollment

Richmond County Schools 1992-93

Grades 9-12

Grade	9	10	11	12
Pre College	37.0%	34.0%	32.0%	35.0%
Tech Prep	36.0%	42.0%	41.0%	41.0%
Occu Prep	27.0%	24.0%	27.0%	24.0%
Total #	652	621	467	457

COURSE OF STUDY	Grade 9	Grade 10	Grade 11	Grade 12
1985-86				
Pre College		25.0%		
Tech Prep		0.0%		
Gen Voc		75.0%		
1986-87				
Pre College		25.0%		
Tech Prep		0.0%		
Gen Voc		75.0%		
1987-88				
Pre College		39.0%	29.0%	
Tech Prep		17.0%	30.0%	
Gen Voc		43.0%	40.0%	
1988-89				
Pre College		40.0%	35.0%	36.0%
Tech Prep		25.0%	15.0%	16.0%
Gen Voc		35.0%	50.0%	48.0%
1989-90				
Pre College	30.0%	27.0%	34.0%	33.0%
Tech Prep	31.0%	32.0%	30.0%	20.0%
Gen Voc	39.0%	41.0%	36.0%	41.0%
1990-91				
Pre College	32.5%	31.1%	30.1%	31.4%
Tech Prep	31.6%	30.7%	26.0%	30.3%
Gen/Voc	35.9%	38.2%	43.9%	38.1%
1991-92				
Pre College	36.0%	32.0%	35.0%	30.0%
Tech Prep	36.0%	30.0%	28.0%	27.0%
Occu Prep	28.0%	38.0%	37.0%	43.0%
1992-93				
Pre College	37.0%	34.0%	32.0%	35.0%
Tech Prep	36.0%	42.0%	41.0%	41.0%
Occu Prep	27.0%	24.0%	27.0%	24.0%

VOCATIONAL TECHNICAL

Analysis of Enrollment In New and/or Upgraded Vocational/Technical Courses

	1985-86	1992-93
Textiles I, II Intro to Engineering Technology	19	[illegible]
Living Technology	0	44
Food Science	0	14
Industrial Arts	[illegible]	0
Technology Education	0	[illegible]
Principles of Technology I, II	0	[illegible]
Electricity	[illegible]	[illegible]
Electronics I, II Intro to Engineering Tech	[illegible]	59
Drafting	[illegible]	0
Computerized Drafting I, II Intro to Engineering Tech	[illegible]	[illegible]
Graphics	[illegible]	0
Computerized Graphics - Intro to Manufacturing Tech	0	40
Machine Shop	19	0
Metals Technology Intro to Manufacturing Tech	0	30
Cosmetology	30	45
Typing I, II	609	0
Keyboarding Word Processing I, II (Jr. & Sr. High School)	0	467
Accounting	215	0
Computerized Accounting	0	166
Data Processing	0	64
General Health Occupations I, II	64	0
Technical Health Occupations I, II	0	[illegible]
Entrepreneurship	0	24
Auto Mechanics	10	0
Auto Technology I	0	16
Auto Servicing I	0	19
	1,118	1,342

SCHOOL ENROLLMENT

1985-86	1992-93
1,613	1,556

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Appendix I

END OF COURSE TESTING

Algebra I

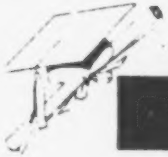
	1986	1987	1988	1989	1990	1991	1992
Number Tested	452	387	501	506	473	431	413
Percent of Class	47.1	54.3	[illegible]	73.0	74.0	71.2	[illegible]
Average Core	32.2	36.4	35.9	35.2	37.3	37.9	37.6
Percent Core	51.6	60.7	58.9	58.7	62.2	61.1	62.5

Algebra II

[illegible]	NA	262	255	186	224	226	255
[illegible]	NA	42.7	36.8	[illegible]	35.0	37.4	44.6
[illegible]	NA	35.8	[illegible]	31.5	31.2	35.1	32.7
[illegible]	NA	64.0	53.9	58.4	59.2	62.6	58.4

Chemistry

Number Tested	NA	NA	NA	215	225	234	249
Percent of Class	NA	NA	NA	31.0	35.2	35.7	43.5
Average Core	NA	NA	NA	34.3	33.2	33.3	34.9
Percent Core	NA	NA	NA	57.2	55.4	55.4	58.1

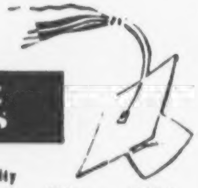


DROP OUT RATE

1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
7.2	7.0	4.9	4.8	4.4	3.3

Unduplicated Count

GRADUATE INTENTIONS



	Four Year College	Community Trade/Tech	Military	TOTAL
1986	23.5%	26.6%	12.2%	60.3%
1987	23.0%	44.0%	13.0%	80.0%
1988	27.0%	46.0%	14.0%	60.0%
1989	34.0%	42.0%	11.0%	86.0%
1990	25.0%	52.0%	9.0%	85.0%
1991	27.3%	51.9%	7.6%	87.0%
1992	31.0%	50.0%	8.0%	89.0%

COMPUTERIZED ADAPTIVE TESTS

RICHMOND COMMUNITY COLLEGE

COLLEGE BOARD

Fall: 1991 & 1992
Average Scores

	College Prep	Tech Prep	Basic Studies
Reading	57.0%	42.0%	35.0%
Writing	57.0%	44.0%	39.0%
Mathematics	55.0%	47.0%	39.0%
Algebra	66.0%	53.0%	42.0%

FOLLOW-UP SURVEY

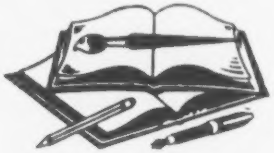
RICHMOND COUNTY SCHOOLS

TOTAL GRADUATES

	1989	1990	1991
Attending Four Year College	26.0%	31.0%	26.0%
Attending Community Jr. Colleges	41.0%	37.0%	39.0%
Military	9.0%	6.0%	5.0%
Working Other	24.0%	26.0%	30.0%

TECH PREP GRADUATES

	1989	1990	1991
Attending Four Year College	5.0%	22.0%	9.0%
Attending Community Jr. Colleges	61.0%	52.0%	54.0%
Military	4.0%	5.0%	9.0%
Working Other	30.0%	21.0%	28.0%



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REPORT 3

RICHMOND COUNTY TECH PREP ASSOCIATE DEGREE PROGRAM

RICHMOND SENIOR HIGH SCHOOL STUDENT SURVEY

SENIOR CLASS 1993

Introduction

In the spring of 1993, Richmond Senior High School seniors were surveyed as part of an evaluation of the Richmond County Tech Prep Associate Degree Program conducted by the SouthEastern Regional Vision for Education (SERVE) for Richmond County Schools. The purpose of the survey was to determine student satisfaction with various aspects of their high school experience.

Methodology

A survey instrument was developed to focus on student: (a) background information, (b) general attitudes toward school, (c) satisfaction with guidance and counseling, (d) expectations, (e) math course taking and related items, (f) perceptions of teaching, and (g) future plans. The survey was developed by SERVE project staff and reviewed by the Director of the N. C. Tech Prep Leadership Development Center. Richmond County Senior High School senior homeroom teachers administered the survey in the spring of 1993. Completed surveys were forwarded to SERVE for data analysis and final report preparation. A copy of the survey instrument follows this report.

Data Analysis

Survey questions were grouped based on the focus of the questions and are summarized in the following data analysis. Tables showing the frequency of responses and narrative discussion of these tables are provided when appropriate.

Background Information (Questions 1-4)

A total of 401 seniors completed the survey instrument in the spring of 1993. Based on the total number of 1993 graduating seniors provided by the Richmond County Schools (RCS) Central Office (413), the response rate was 97%.

- Seniors were asked to identify their course of study. Students tended to underreport themselves as being *occu prep* when their self-classification was compared to the numbers reported by the Richmond County School Central Office.

Table 1. Richmond Senior High School 1993 senior class by course of study.

	Tech Prep	College Prep	Occu Prep/Other
Students responding to survey N = 401	185 (46.1%)	156 (38.9%)	60 (15%)
Actual reporting from Richmond County Schools of 1993 senior class N = 413	169 (40.9%)	143 (34.6%)	101 (24.5%)

- Sixty percent of the seniors identified their ethnicity as *White*; thirty-six percent checked *African-American*; and the remaining four percent checked *Other*. Fifty-six percent of *African-American* seniors were in the *tech prep* course of study compared with forty percent of *white* seniors. Forty-eight percent of *white* seniors are in the *college prep* course of study compared with twenty-five percent of *African-American*.

- *Male* (50.2%) and *female* (49.8%) respondents were almost equally represented in tech prep. Forty-five percent of the females and forty-eight percent of the males identified their course of study as *tech prep*. Forty-one percent of the females and thirty-six percent of the males said they were in the *college prep* course of study.

- Of those seniors indicating a subject area cluster in either a tech prep or occu prep course of study, 37% reported their subject area as *Business*; 23% reported *Health / Human Services*; and 21% reported *Engineering*. No female seniors indicated they had completed the engineering cluster. Nineteen percent (44) of the tech prep or occu prep seniors responding to this question said they *did not complete a subject cluster area*.

Table 2. Gender and ethnicity by tech prep cluster area. (Both tech prep and occu prep students reporting.)

	Business	Health/ Human Serv.	Engineering	Did not complete cluster area
Male N = 125	32	13	50	30
Female N = 107	53	40	0	14
Total N = 232	85	53	50	44
African American N = 95	39	26	16	14
White N = 128	45	26	31	26
Other N = 10	1	1	3	5
Total N = 233*	85	53	50	45*

*One extra reporting

General Attitudes Toward School (Questions 5, 6, 16 - Part 5)

Students were asked a series of questions about their attitude toward school so that the tech prep students could be compared to the college prep.

- Fifty-four percent of the tech prep seniors said they *always* (14%) or *most of the time* (40%) looked forward to coming to school. Forty-seven percent of occu prep and thirty-nine percent of college prep seniors responded similarly to this question. Less than 20% of any group of seniors said they *hardly ever* or *never* looked forward to coming to school.

- More than half of all groups of seniors said they *sometimes* felt they hated school. Occu prep students responded *most of the time* (26%) or *always* (11%) at a much higher rate than either tech prep or college prep respondents. These findings suggest that tech prep seniors are at least as positive about school as college prep seniors. Occu prep seniors expressed a higher frequency of "hating school" than either tech prep or college prep.

- Slightly over half of the tech prep (53%) and college prep (54%) seniors disagreed that teachers "treat all students as if they are important." A little less than half (48%) of the occu prep students responded similarly. Only around one-fourth of the students from all groups agreed with the statement that "teachers at this school treat all students as if they were important."

Table 3. General school attitude related items.

		Course of Study		
Item	**Response**	**Tech Prep**	**College Prep**	**Occu Prep**
Looking back over the last three years, how often did you look forward to coming to school?	Always	**14%**	6%	**19%**
	Most times	**40%**	**33%**	**28%**
	Sometimes	31%	45%	34%
	Hardly ever	12%	10%	17%
	Never	3%	5%	2%
Did you ever feel that you hated school?	Always	5%	4%	11%
	Most times	9%	15%	26%
	Sometimes	**61%**	**58%**	**52%**
	Hardly ever	21%	16%	7%
	Never	4%	7%	4%
Teachers at this school treat all students as if they were important.	Agree	27%	24%	28%
	Disagree	**53%**	**54%**	**48%**
	Neither	20%	22%	24%

Guidance and Counseling (Questions 14, 16 - Parts 3-4, 19, 20-22)

The guidance program is a critical component of tech prep. Thus, several questions addressed this area.

- The majority of all three groups reported at least one discussion with guidance counselors about courses or career goals *two or three times* to *never* over the last three years. However, almost a third of all seniors said they had *never* "had discussions with guidance counselors about courses or career goals over the last three years."

- More than half of all seniors said there was an adult at the school who understood them and could help them with their future plans. Tech prep (57%) and college prep (58%) seniors responded *yes* to this question at a slightly higher rate than occu prep (51%) seniors.

Table 4. Responses to items concerning career guidance from school staff.

		Course of Study		
Item	**Response**	**Tech Prep**	**College Prep**	**Occu Prep**
How many times have you had discussions with guidance counselors about courses or career goals over the last three years?	Never	**31%**	**29%**	**30%**
	Once	14%	16%	13%
	2 or 3 times	**36%**	**38%**	**38%**
	4 or 5 times	15%	8%	9%
	6 or more	3%	9%	9%
Do you feel like there's any adult at this school who understands you and can help you with your future plans?	Yes	**57%**	**58%**	**51%**
	No	12%	20%	12%
	Maybe	31%	22%	37%

- Almost three-fourths of all seniors said there was an adult they felt they could talk to at school when they: (a) needed advice on classes to take, (b) wanted to discuss career ideas or goals, or (c) wanted to explore financial aid for attending a community college or college.

Table 5. Responses to items concerning adult accessibility.

Is there some adult at this school you felt you could talk to...

	Course of Study	**Yes**	**No**	**Maybe**
When you needed advice on classes to take?	Tech Prep	**72%**	15%	13%
	College Prep	**71%**	16%	13%
	Occu Prep	**66%**	24%	10%

(continued)

Table 5 (continued). Responses to items concerning adult accessibility.

Is there some adult at this school you felt you could talk to...	Course of Study	Yes	No	Maybe
If you wanted to discuss career ideas or goals?	Tech Prep	**76%**	12%	12%
	College Prep	**74%**	14%	12%
	Occu Prep	**74%**	14%	12%
If you wanted to explore financial aid for attending a community college or college?	Tech Prep	**73%**	17%	10%
	College Prep	**73%**	17%	10%
	Occu Prep	**68%**	14%	18%

- Over forty percent of all seniors agreed they received "good advice about what courses to take." However, approximately a third of the seniors in all courses of study disagreed with this item.

- Over fifty percent of tech prep, college prep, and occu prep seniors disagreed that it had been hard to get help for course planning.

Table 6. Responses to items concerning planning advice from school staff.

	Course of Study	Agree	Disagree	Neither
At this school, I have received good advice about what classes to take.	Tech Prep	**42%**	35%	23%
	College Prep	**42%**	31%	28%
	Occu Prep	**49%**	31%	20%
It has been hard for me to get help from school staff when planning my courses for the year.	Tech Prep	19%	**54%**	27%
	College Prep	19%	**55%**	27%
	Occu Prep	28%	**60%**	12%

- The results of these items suggest a need for further study of the guidance area. Although the majority of students in all courses of study felt there were adults in the school who could help them with course selection and career goals, at least one-third reported *never* having had discussions with guidance counselors about courses or career goals. In addition, about one-third of each group disagreed with the statement "At this school, I have received good advice about what classes to take."

Expectations (Questions 15, 16-Items 6, 7, 9)

Another important aspect of the Tech Prep Program is the marketing--the degree to which students receive the message about the importance of preparing for the future.

- Almost half of the tech prep and college prep seniors agreed that teachers and counselors pushed "students to take courses they need for the future." Occu prep seniors were divided in their response to this question.

- Most seniors agreed they worked hard in their high school classes. Less than 20% of the seniors disagreed with the item.

- Three fourths of the tech prep and college prep seniors and two-thirds of the occu prep seniors agreed that teachers and counselors "encourage students to continue their education."

- Around half of all groups agreed that the importance of taking math and science was stressed by the staff to students.

Table 7. Expectations of students.

		Course of Study		
Item	Response	Tech Prep	College Prep	Occu Prep
Teachers and counselors at this school push students to take courses they need for the future.	Agree	48%	46%	28%
	Disagree	20%	17%	25%
	Neither	20%	22%	30%
	Don't know	13%	15%	17%
I worked hard in my high school classes.	Agree	63%	68%	69%
	Disagree	16%	16%	14%
	Neither	21%	17%	16%
Teachers and counselors at this school encourage students to continue their education at a community college or college.	Agree	76%	78%	65%
	Disagree	12%	12%	20%
	Neither	12%	10%	14%
The staff here stress upon students the importance of taking math and science courses.	Agree	42%	50%	52%
	Disagree	29%	19%	24%
	Neither	28%	32%	24%

- A high percentage of tech prep students agreed that staff encourage students to continue their education.

- There was less agreement among tech prep and college prep students about the degree of pressure to take academic courses.

Math Course Taking (Questions 10, 16-Items 1-2 & 8, 18)

A central tenet of tech prep is that students will be more successful after high school if they have completed higher-level math courses. Thus, students were asked questions about their math course taking.

- A majority of college prep (97%) and tech prep (87%) seniors indicated they had taken Algebra I compared with a little over half (55%) of occu prep students. Almost all college prep (84%) seniors reported taking Algebra II compared with 28% tech prep and 13% occu prep seniors responding they had taken Algebra II.

- Tech prep seniors indicated they had taken Informal Geometry more often than either college or occu prep seniors.

Table 8. Math course taking.

	Course of Study		
Math Course	**Tech Prep**	**College Prep**	**Occu Prep**
Pre-algebra	59%	69%	70%
Algebra I	87%	97%	55%
Informal Geometry	37%	19%	9%
Geometry	43%	89%	15%
Algebra II	28%	84%	13%

- Over 60% of the tech prep and college prep groups thought they were good at math.

- Around half of all groups agreed that their math classes were interesting. Over one-third disagreed.

- Most seniors disagreed that only college prep students needed Geometry and Algebra II.

Table 9. Responses to math related items.

	Course of Study	Agree	Disagree	Neither
I think I am good at math.	Tech Prep	**61%**	27%	13%
	College Prep	**65%**	22%	13%
	Occu Prep	**51%**	39%	10%
My math classes in high school were interesting.	Tech Prep	**50%**	32%	18%
	College Prep	**45%**	33%	21%
	Occu Prep	**47%**	37%	16%
Only college prep students need to take Geometry and Algebra II.	Tech Prep	12%	**73%**	15%
	College Prep	8%	**79%**	14%
	Occu Prep	18%	**63%**	18%

- Fifty-four percent the occu prep and forty-two percent of the tech prep seniors said Algebra I was *very hard* or *somewhat hard* for them versus only twenty-six percent of college prep seniors.

Table 10. Seniors rating of difficulty of Algebra I.

	Course of Study		
Response Category	**Tech Prep**	**College Prep**	**Occu Prep**
Very hard	**12%**	**6%**	**18%**
Somewhat hard	**30%**	**20%**	**36%**
Neither hard nor easy	22%	20%	31%
Somewhat easy	22%	**32%**	15%
Very easy	13%	**23%**	0%

- As found in the transcript study, most tech prep students are taking Algebra I and Geometry or Informal Geometry. Fewer tech prep students are taking Algebra II.

Perceptions of Teaching (Questions 11, 12, 13, 17, 23a-d)

Because student attitude, comfort, and interest in academic courses are indicators of their success, students were asked questions about how they perceived the classroom environment.

- The average response to the comfort a student had in asking their math, science, and English teachers for help when they had difficulties with "assignments or material covered in class" was *moderately comfortable.* The majority of seniors in all groups were *moderately comfortable* or *very comfortable asking these teachers for help.*

Table 11. Student comfort in asking teachers for help.

Subject Teacher	Course of Study	Not at all	Slightly	Moderately	Very
Math	Tech Prep	19%	20%	25%	36%
	College Prep	19%	11%	23%	47%
	Occu Prep	15%	15%	33%	38%
Science	Tech Prep	8%	21%	27%	44%
	College Prep	8%	21%	34%	37%
	Occu Prep	6%	29%	19%	46%
English	Tech Prep	10%	16%	25%	48%
	College Prep	7%	16%	32%	45%
	Occu Prep	14%	10%	27%	49%

- By specific courses, most of the college prep and tech prep seniors indicating they had taken English, Algebra I and II, Geometry, Biology, or Chemistry said they were *moderately* to *very* comfortable "volunteering answers to teachers' questions and asking questions when [they] didn't understand something" in these classes.

- More tech prep seniors than college prep seniors reported discomfort in Algebra I and Algebra II. The highest reported comfort level by tech prep students was in English.

Table 12. Student comfort in asking teachers for help by specific courses.

Course	Course of Study	Not at all	Slightly	Moderately	Very
Algebra I	Tech Prep	18%	19%	28%	35%
	College Prep	9%	15%	24%	52%
Algebra II	Tech Prep	25%	23%	30%	22%
	College Prep	17%	13%	24%	47%
Geometry	Tech Prep	16%	16%	28%	41%
	College Prep	16%	14%	26%	44%
Biology	Tech Prep	9%	14%	35%	42%
	College Prep	5%	18%	29%	48%

(continued)

Table 12 (continued). Student comfort in asking teachers for help by specific courses.

Course	Course of Study	Not at all	Slightly	Moderately	Very
Chemistry	Tech Prep	14%	15%	36%	36%
	College Prep	9%	17%	38%	36%
English	Tech Prep	9%	11%	34%	47%
	College Prep	7%	18%	23%	53%

Note: Occu prep percentages are not included as <10 occu prep seniors responded.

- Approximately half of tech prep and college prep seniors described their attitude in their math, science and English classes as *almost always* to *always interested in these classes*. Around 80% of tech prep and occu prep seniors said they were *almost always* or *always interested* in their vocational/technical classes.

Table 13. Student interest in classes.

Subject Teacher	Course of Study	Not at all/ rarely	Sometimes	Almost always/ Always
Math	Tech Prep	26%	26%	49%
	College Prep	22%	32%	46%
	Occu Prep	28%	33%	40%
Science	Tech Prep	24%	28%	49%
	College Prep	20%	27%	54%
	Occu Prep	32%	24%	44%
English	Tech Prep	17%	33%	51%
	College Prep	19%	33%	49%
	Occu Prep	18%	24%	58%
Vocational	Tech Prep	5%	17%	**78%**
	College Prep	24%	30%	**46%**
	Occu Prep	8%	13%	**79%**

- More than 50% of the seniors in each course of study perceived that *most* or *all* of their math, science, English, and vocational/technical teachers encouraged them to do their best work. The one exception were occu prep students who did not perceive math teachers to be as helpful as other subject area teachers with 44% answering *most* or *all* to this item. More students indicated that *most* or *all* of their English teachers encouraged them than other subject area teachers.

Table 14. Student perception of teacher encouragement by subject area.

Subject Teacher	**Course of Study**	**None/1 or 2**	**Some**	**Most/All**
Math	Tech Prep	29%	15%	56%
	College Prep	25%	14%	61%
	Occu Prep	35%	21%	**44%**
Science	Tech Prep	28%	18%	54%
	College Prep	25%	17%	58%
	Occu Prep	21%	24%	55%
English	Tech Prep	21%	14%	**66%**
	College Prep	13%	16%	**72%**
	Occu Prep	14%	19%	**68%**
Vocational	Tech Prep	21%	20%	59%
	College Prep	31%	11%	59%
	Occu Prep	17%	17%	67%

- Approximately 40% of the tech prep and college prep seniors said *most* or *all* of their math, science, and English teachers made the courses interesting to them. Around one-fourth of the students felt *some* teachers made these subjects interesting. The highest reported levels on *none* or *only one or two* teachers making the subject interesting were in math and science. In all subject areas, more college prep students reported *none* or *only one or two* than tech prep students.

Table 15. Student perception of teachers making subjects interesting.

Subject Teacher	**Course of Study**	**None/1 or 2**	**Some**	**Most/All**
Math	Tech Prep	**34%**	23%	43%
	College Prep	**46%**	12%	42%
	Occu Prep	**51%**	21%	**28%**
Science	Tech Prep	31%	26%	43%
	College Prep	40%	21%	39%
	Occu Prep	35%	12%	**54%**
English	Tech Prep	28%	28%	45%
	College Prep	32%	29%	39%
	Occu Prep	26%	21%	**54%**
Vocational	Tech Prep	24%	20%	**57%**
	College Prep	33%	17%	**50%**
	Occu Prep	12%	10%	**78%**

- Approximately half or more of the seniors in each course of study felt that *most* or *all* of their teachers did a "good job of teaching." As with Table 14, a higher percentage of students responded *none* or *only one or two* related to math and science teachers.

Table 16. Student perception of quality of teaching.

Subject Teacher	Course of Study	None/1 or 2	Some	Most/All
Math	Tech Prep	31%	14%	55%
	College Prep	36%	15%	50%
	Occu Prep	34%	20%	47%
Science	Tech Prep	31%	18%	51%
	College Prep	32%	21%	47%
	Occu Prep	20%	24%	57%
English	Tech Prep	24%	16%	61%
	College Prep	29%	17%	55%
	Occu Prep	16%	14%	**70%**
Vocational	Tech Prep	21%	15%	64%
	College Prep	29%	13%	58%
	Occu Prep	14%	12%	**74%**

- Approximately 50% to 60% of seniors in each course of study perceived that *most* or *all* of their teachers "cared about how they did in their classes." The largest negative response occurred when 37% of the occu prep students responded *none* or *only one or two* of their math teachers "cared about how they did in their classes."

Table 17. Student perception of how teachers cared about how they did in their classes.

Subject Teacher	Course of Study	None/1 or 2	Some	Most/All
Math	Tech Prep	25%	14%	61%
	College Prep	26%	13%	62%
	Occu Prep	**37%**	14%	49%
Science	Tech Prep	25%	16%	59%
	College Prep	31%	13%	56%
	Occu Prep	32%	16%	53%
English	Tech Prep	22%	18%	60%
	College Prep	22%	14%	65%
	Occu Prep	21%	14%	66%
Vocational	Tech Prep	23%	13%	64%
	College Prep	28%	13%	59%
	Occu Prep	27%	12%	62%

- Almost sixty percent of the college prep and tech prep and forty-six percent of the occu prep seniors said there were no courses in high school they would choose not to take because they "felt they would be too hard."

- The class most often mentioned as not being taken because students felt it would be too hard was Calculus. The second most often mentioned classes were advanced and higher maths followed by Physics.

Table 18. Frequencies of the top responses of courses which seniors felt would be too hard.

	Course of Study			
Course	**Tech Prep**	**College Prep**	**Occu Prep**	**Total**
Calculus	8	19	2	**29**
Adv. Math/Higher Maths	11	7	7	**25**
Physics	5	11	3	**19**
Algebra II	9	4	3	16
Geometry	8	0	5	13
Anatomy	7	1	3	11
AP Courses	0	9	1	10
Pre-College Courses	6	0	0	6

Future Plans (Questions 7-9, 15)

An important outcome for a tech prep program is higher numbers of students going to community colleges. Thus, students were asked about their future plans.

- Overall, 82% of the 1993 seniors said they planned to *attend a community college or four-year college either full time or part time.* Tech prep seniors planned to attend a community college at a higher rate than college prep seniors with 64% percent of tech prep seniors responding they planned to *attend a community college* either *full time* or *part time*. Almost a third of the tech prep seniors said they planned to *attend a community college full time.* Two thirds of the college prep students indicated they planned to *attend a four year college full time.* Forty-six percent of occu prep seniors planned to *attend a community college part time.*

Table 19. Seniors responses to future plans.

Response	Course of Study Tech Prep	 College Prep	 Occu Prep	 Total
I will probably...				
look for work after high school.	8%	1%	24%	7%
attend a comm. college full time.	**27%**	15%	**9%**	20%
attend a comm. college part time.	**37%**	13%	**46%**	29%
attend 4 yr. college full time.	15%	**62%**	6%	32%
attend 4 yr. college part time.	2%	3%	0%	2%
enter the military.	8%	3%	11%	7%
other.	4%	2%	4%	3%

- Forty-three (11%) seniors indicated they did not plan to continue their education. The biggest factor these seniors cited in their decision not to continue their education was a lack of money. Other factors cited by these seniors were a dislike for school and the need to work.

Comments and Suggestions about Tech Prep

- Twenty percent of the seniors offered comments or suggestions about how the tech prep program could be improved in response to an open-ended question. A third of these comments were that seniors felt there was too much emphasis on tech prep at Richmond Senior High School. Eight students felt that tech prep is currently doing a good job. Seven seniors mentioned teachers should care more about students and six said there was the need for more guidance from school staff. Four seniors thought the selection of course offerings should be increased.

Conclusions

Background Information

1. Some tech prep students are not completing their cluster sequence (11%).
2. No senior females reported being enrolled in the tech prep engineering cluster.

General Attitudes Toward School

3. Tech prep students were at least as positive about school as college prep students.
4. Occu prep seniors responded they hated school at a higher rate than either tech prep or college prep seniors.
5. Approximately half of all groups did not think teachers treated all students as if they were important.

Guidance and Counseling

6. The majority of seniors had one or more discussions with guidance counselors about courses or career goals over the last three years. Almost one-third of all seniors said they had *never* had discussions with guidance counselors about courses or career goals over the last three years.
7. More than half of all seniors felt there was an adult at school who understood them and could help with future plans. Most seniors said there was an adult to talk to at school about course planning, career ideas/goals, or financial aid for college. However, with regard to the quality of advice, less than half of the seniors agreed that they received good advice about course planning.

Expectations

8. The majority of seniors agreed that teachers and counselors encouraged students to continue their education. However, from 42% to 52% of all groups agreed that the importance of math and science was stressed by school staff. Twenty-nine percent of the tech prep seniors disagreed that the importance of taking math and science courses was stressed by staff.

Math Course Taking

9. The majority of tech prep and college prep seniors had taken Algebra I compared to a little over half of the occu prep seniors. College prep seniors had taken Algebra II at a much higher rate than tech prep or occu prep seniors. More tech prep seniors said they had taken Informal Geometry than other groups.
10. Algebra I was reported as *very hard* or *somewhat hard* for more tech prep and occu prep seniors than college prep seniors.

Perceptions of Teaching

11. The majority of students expressed *moderate* or *strong* comfort levels in asking for help in their classes. However, of the tech prep students taking Algebra I, Geometry, and Algebra II, over a third were *not at all* or *slightly comfortable* asking for help.

12. The highest levels of interest in classes were expressed by tech prep and occu prep students about their vocational/technical classes. Over 75% of tech prep and occu prep seniors reported being *almost always / always interested* in their vocational/technical classes. Around 50% of tech prep students said the same about math, science, and English.

13. Approximately 60% of the tech prep and college prep seniors did not perceive that *most* or *all* of their math, science, and English teachers made these courses interesting.

14. Approximately half or more seniors felt that *most* or *all* of their teachers did a good job teaching.

Future Plans

15. The majority of seniors said they planned to continue to a community college or four-year college. Tech prep seniors planned to attend a community college at a higher rate. College prep seniors planned to attend a four-year college. More tech prep seniors planned to attend the community college part time, and more college prep said they planned to attend a four-year college full time. Fewer occu prep seniors planned to attend either a community college or four-year college with the majority of occu prep seniors planning on attending a community college part-time.

Comments and Suggestions about Tech Prep

16. The majority of seniors offering comments and suggestions in response to an open-ended question were college prep students. Many of those responding thought there was too much emphasis on tech prep at Richmond Senior High School.

STUDENT SURVEY

It is important for the staff at Richmond Senior High to have a good understanding about how students think and feel about different aspects of school. Please take your time with the survey and answer all questions as honestly as you can. We are not asking for your name, so your responses will be anonymous. No one at the school will see your individual responses.

1. ___ Female ___ Male

2. ___ African-American ___ White ___ Other

3. What course of study are you in?
   ___ Tech Prep
   ___ College Prep
   ___ Occu-Prep
   ___ Other

4. If you are in the Tech Prep or Occu-Prep course of study, what cluster have you completed?
   ___ Health/Human Services
   ___ Business
   ___ Engineering
   ___ Did not complete a course sequence in a cluster because ________________
   ____

5. Looking back over the last three years, how often did you look forward to coming to school? (Check one)
   ___ Always looked forward to coming to school
   ___ Most of the time looked forward to coming to school
   ___ Sometimes looked forward to coming to school
   ___ Hardly ever looked forward to coming to school
   ___ Never looked forward to coming to school

6. Did you ever feel that you hated school? (Check one)
   ___ Always
   ___ Most of the time
   ___ Sometimes
   ___ Hardly ever
   ___ Never

7. I will probably
___ look for work after high school
___ attend a community college fulltime
___ attend a community college parttime and work
___ attend a four year college fulltime
___ attend a four year college parttime and work
___ enter the military
___ other: ______________________________

8. If you plan to attend either a community college or four-year college, what was the biggest factor in your decision to continue on with your education?

____

9. If you do not plan to continue your education beyond high school, what was the biggest factor in your decision not to continue?

____

10. Check all of the math classes you have successfully completed.

___ Pre-algebra
___ Algebra I
___ Informal geometry
___ Geometry
___ Algebra II

11. When you have had difficulties with your assignments or material covered in class, how comfortable have you felt asking each of the following kinds of teachers for help? Put a number in the blank to the left of each kind of teacher that represents how comfortable you felt according to the following scale.

ANSWER CODES
1 = Not at all comfortable asking these teachers for help
2 = Slightly comfortable asking these teachers for help
3 = Moderately comfortable asking these teachers for help
4 = Very comfortable asking these teachers for help

___ Math teachers
___ Science teachers
___ English teachers

12. Are there courses in high school you chose not to take because you felt they would be too hard?
___ Yes
___ No

If Yes, which course(s)? ______________________________

13. How would you describe your attitude toward the classes you took in each of the subject areas shown below? Enter the number in the blank to the left of each item that best describes how you felt.

ANSWER CODES
1 = Not at all interested in these classes
2 = Rarely interested in these classes
3 = Sometimes interested in these classes
4 = Almost always interested in these classes
5 = Always interested in these classes

___ Math classes
___ Science classes
___ English classes
___ Vocational/technical classes

14. How many times have you had discussions with guidance counselors about courses or career goals over the last three years? (Check one)
___Never
___Once
___2 or 3 times
___4 or 5 times
___6 or more times

15. Do you agree or disagree that teachers and counselors at this school push students to take courses they need for the future rather than letting them take easy courses just to get by? (Check one)
___ Disagree
___ Neither agree nor disagree
___ Agree
___ Don't know

16. Instructions: Below are a list of statements. We are interested in whether you agree or disagree with each statement. Read each statement and decide the degree to which you agree or disagree using the following scale. Enter the appropriate number in the blank to the left of each item.

ANSWER CODES
1 = Strongly disagree
2 = Moderately disagree
3 = Neither agree nor disagree
4 = Moderately agree
5 = Strongly agree

___ I think I am good at math.

___ My math classes in high school were interesting.

___ At this school, I have received good advice about what classes to take.

___ It has been hard for me to get help from school staff when planning my courses for the year.

___ Teachers at this school treat all students as if they are important.

___ The staff here stress upon students the importance of taking math and science courses.

___ Teachers and counselors at this school encourage students to continue their education at a community college or college.

___ Only College Prep students need to take Geometry and Algebra II.

___ I worked hard in my high school classes.

17. In general, how comfortable have you felt participating in the classes listed below? (By participation we mean volunteering answers to teachers' questions and asking questions when you didn't understand something.) Use the following scale and enter the appropriate number in the blank to the left of each item.

___Algebra I
___Algebra II
___Geometry
___Biology
___Chemistry
___English

ANSWER CODES
1 = Not at all comfortable participating
2 = Slightly comfortable participating
3 = Moderately comfortable participating
4 = Very comfortable participating
5 = Did not take the class in high school

18. How hard was Algebra I for you? (check one)
___Very hard
___Somewhat hard
___Neither hard nor easy
___Somewhat easy
___Very easy

If it was hard for you, did you
___Give up and not try
___Try your best
___Other ____

Is there some adult at this school you felt you could talk to ...

19. when you needed advice on classes to take?
___Yes
___No
___Maybe

20. if you wanted to discuss career ideas or goals?
___Yes
___No
___Maybe

21. if you wanted to explore financial aid for attending a community college or college?
___Yes
___No
___Maybe

22. Some students think it is important to have an adult at the school who takes a personal interest in them and encourages their progress. Do you feel like there's any adult at this school who understands you and can help you with your future plans?

___Yes
___Maybe
___No

23. **Instructions: We are interested in how you perceive the teachers of this school. Use the following scale to answer each question listed below.**

ANSWER CODES
1 = None
2 = Only one or two
3 = Some
4 = Most
5 = All

For each of the four kinds of teachers listed (math, science, English, voc/tech), answer the following questions using the scale above. Enter four responses for each question asked.

	Math Teachers	Science Teachers	English Teachers	Voc/Tech Teachers
a. How many encouraged you to do your best work?	___	___	___	___
b. How many made the subject interesting for you?	___	___	___	___
c. How many did a good job teaching?	___	___	___	___
d. How many cared about how you did in their classes?	___	___	___	___

Comments and Suggestions

1. Do you have any suggestions about how the Tech Prep program at this school could be improved?

REPORT 4

RICHMOND COUNTY TECH PREP ASSOCIATE DEGREE PROGRAM

RICHMOND SENIOR HIGH SCHOOL GRADUATE FOLLOW UP (CLASS OF '92)

Introduction

A primary purpose of the Richmond County Tech Prep Associate Degree Program is to encourage students to continue to postsecondary education with the ultimate goal of completion of a two-year associate degree. As part of a third-party evaluation of the program by the SouthEastern Regional Vision for Education (SERVE), a follow up of 1992 Richmond Senior High School seniors was conducted in the spring of 1994. The purpose of the survey was to find out if students: (a) continued to postsecondary education, (b) required remediation at the postsecondary level, (c) were satisfied with their high school experience, and (d) were confident about their future employment prospects in their chosen career field. Students graduating in 1992 were into their second year after graduation from high school at the time of the survey. In addition, 1992 seniors enrolled in the tech prep course of study in high school had the opportunity for three years of the tech prep program at the secondary level. Therefore, the 1992 senior class was chosen for the follow-up survey. For comparative data all 1992 seniors were surveyed.

Methodology

A survey instrument was developed to address the questions of the study. The instrument was reviewed by the evaluation project staff which included the Director of the N.C. Tech Prep Leadership Development Center; SERVE staff; and Richmond County Schools, Richmond Senior High School, and Richmond Community College administrators. The instrument was also reviewed by Richmond Senior High School counselors. Suggested revisions were incorporated into the final instrument.

A listing of the 1992 senior class of Richmond Senior High School with most recent mailing addresses on file was provided by the Richmond County Schools (RCS) central school office The listing included graduates (477) and nongraduates (24). A total of 501 survey instruments was mailed March 21, 1994. All surveys were return-addressed, and postage was prepaid. A cover letter signed by the Superintendent of Richmond County Schools, Dr. M. Doug James, accompanied the instrument. The letter explained the purpose of the survey and encouraged students to respond. A copy of the survey instrument follows the report. Following is an analysis of the results of this survey.

Data Analysis

A summary of responses is presented by each question of the survey instrument. Tables showing the frequency of responses and narrative discussion of these tables are provided when appropriate.

Respondent Characteristics

- The survey instrument was mailed to the entire 1992 Richmond Senior High School senior class of 501 students. Of the 501 instruments mailed, 79 (15.8%) were returned. One instrument was returned blank and was not included in the totals. Nondeliverable surveys accounted for 48 (9.6%) of the surveys mailed. Surveys returned from the post office with new mailing addresses were forwarded.

- Of those responding to the survey, *females* represented more than half the respondents (65.8%). *Caucasians* represented 67.1% of the respondents; four students did not show ethnicity.

Table 1. Respondent characteristics.

Response rate - Surveys	**Number**	**Percentage**
Mailed to class of '92	501	---
Nondeliverable	48	9.6
Returned	79	15.8
Gender	**Frequency**	**Percentage**
Male	27	34.2
Female	52	65.8
Total	79	100.0
Ethnicity	**Frequency**	**Percentage**
African American	14	17.7
Asian	3	3.8
Caucasian	53	67.1
Hispanic	---	---
Native American	3	3.8
Other	2	2.5
No response	4	5.1
Total	79	100.0

Questions

Question 1. Course of Study in High School.

- Of those returning surveys, 68.4% represented students indicating they had been enrolled in the *college prep* course of study in high school. College prep students responded twice as often as tech prep students. (A comparison of responses regarding course of study indicated by students responding with a reporting by the Richmond County Schools of 1992 students' course of study indicated four students responding as college prep versus RCS reporting these students at tech prep. Data analysis was completed using student responses as to course of study.)

Table 2. Course of study in high school.

Course of Study	**Frequency**	**Percentage**	**Actual 1992 Graduates* % Responding**
College Prep	54	68.4	161/33.5
Tech Prep	21	26.6	145/14.5
Business (9)			
Engineering (6)			
Health/Human Services (5)			
Unspecified (1)			
Occu Prep	2	2.5	171/1.2
No response	2	2.5	N/A
Total	79	100.0	

*Datum from Richmond County Schools, 1992 graduates.

Question 2. Current Employment/Education/Military Status.

- More than half those responding (55.6%) said they were *employed* either *full* or *part time*. Almost half (48.1%) indicated they were *enrolled full time in a four-year college*; 29.1% indicated they were *enrolled full time in a community college*. Most of those responding (87.3%) said they were *enrolled* either *full time* or *part time* or had *graduated* from some form of post secondary education following graduation from high school. Only three students (3.8%) said they were *serving in the military*.

Table 3. Current employment/education.

Employment	**Frequency**	**Percentage**
Employed full time	14	17.7
Employed part time	30	37.9
Not employed	25	31.7
No response	10	12.7
Total	79	100.0

continued

Table 3 (continued). Current employment/education/military status.

Education	Frequency	Percentage
Enrolled in four-year college (full time)	38	48.1
Enrolled in four-year college (part time/ meaning less than 12 hrs.)	2	2.5
Enrolled in community college (full time)	23	29.1
Enrolled in community college (part time/ meaning less than 12 hrs.)	3	3.8
Enrolled in trade or vocational school	1	1.3
Have graduated from a community college or four-year college	2	2.5
Not currently enrolled in a community college or four-year college	4	5.1
Did not enroll in a community college, four-year college, or trade/vocational school after high school	4	5.1
No response	2	2.5
Total	79	100.0

Question 3. If not currently enrolled in a community college or college, were you previously enrolled?

- Nine (11.4%) respondents said they had previously been enrolled in post secondary education. Reasons cited by students for leaving post secondary education were that they: needed to work to earn money, enrolled in classes only part-time, had military obligations, or had moved.

Question 4. If not currently enrolled, do you plan to attend a community college or college within the next two years?

- Six (7.6%) students indicated plans to return to college within the next two years; six (7.6%) students were *undecided* about future college plans.

Question 5. If you are currently enrolled or have recently graduated from a community college or college, what is your: major or course of study, degree, graduation date?

- Sixty-four (64) respondents indicated a major or course of study; 54 students provided an expected graduation date. However, only 32 students said they expected to receive a degree. Health/human services, business, and engineering were the most often cited majors. Approximately 40% were working toward a two-year associates or four-year bachelors degree with 1996 given as the anticipated graduation date by 31.7% of students.

Table 4. Major or course of study, degree sought, and expected graduation date of those enrolled in postsecondary education.

Major or course of study	**Frequency**	**Percentage**
Health/Human Services	15	19.0
Business	11	13.9
Engineering	9	11.4
Other	28	35.4
Undecided	1	1.3
No response	15	19.0
Total	79	100.0

Degree	**Frequency**	**Percentage**
Associates	14	17.7
Bachelors	17	21.5
Masters	1	1.3
No response	47	59.5
Total	79	100.0

Graduation Date	**Frequency**	**Percentage**
1994	13	16.5
1995	8	10.1
1996	25	31.7
1997	2	2.5
1998	2	2.5
Unknown	3	3.8
N/A or No response	26	32.9
Total	79	100.0

Question 6. If you enrolled in a community college or college, did you take or are you now taking remedial courses at the college level in order to prepare for your college courses?

- Thirteen students (16.6%) said they had taken remedial courses at the college level. Seven students had taken both math and reading/English, three had taken remedial courses in math; and three required remediation in reading/English.

Question 7. Looking back at your high school experience, how helpful were the following people in helping you think about your educational or career plans after high school?

- Most of the respondents thought academic and vocational teachers had been *very* or *somewhat helpful* with their educational or career planning during high school. Over 30% of both college prep and tech prep students said guidance counselors were *not at all* *helpful*. Parents and family, friends, coaches, and principals were listed as others who were helpful to students in their educational and career planning.

Table 5a. Individuals helpful in educational/career planning. (N=79)

	Very Helpful	Somewhat Helpful	Not at all Helpful	No Response
Academic teachers	41.8% (33)	44.3% (35)	10.1% (8)	3.8% (3)
Vocational teachers	38.0 (30)	27.8 (22)	20.3 (16)	13.9 (11)
Guidance counselors	19.0 (15)	36.7 (29)	35.4 (28)	8.9 (7)
Other people	22.8 (18)	---	---	---

Table 5b. Individuals helpful in educational/career planning (by students in college prep and tech prep course of study in high school).

Course of Study	Very Helpful	Somewhat Helpful	Not at all Helpful	No Response
College Prep (N = 54)				
Academic teachers	44.4% (24)	46.3% (25)	7.4% (4)	1.9% (1)
Vocational teachers	27.8 (15)	29.6 (16)	24.1 (13)	18.5 (10)
Guidance Counselors	18.5 (10)	42.5 (23)	31.5 (17)	7.4 (4)
Tech Prep (N = 21)				
Academic teachers	38.1% (8)	38.1% (8)	19.0% (4)	4.8% (1)
Vocational teachers	57.1 (12)	28.6 (6)	9.5 (2)	4.8 (1)
Guidance Counselors	14.3 (3)	38.1 (8)	33.3 (7)	14.3 (3)

Question 8. How satisfied are your with your high school education?

- Over 30 percent of those responding said they were *very satisfied* with their high school education; 50 percent were *somewhat satisfied*. Of the 54 college prep students responding, 27.8% were *very satisfied* with their high school education; while 47.6% of the tech prep students responding were *very satisfied*.

- College prep students provided many comments concerning their dissatisfaction with their high school experience. Dissatisfaction was primarily with the quality of the curriculum/instruction especially in the areas of science and math. These students also said they thought higher expectations should be set for secondary students to better prepare them for the challenges of college. Specific comments were made regarding the need for more career counseling and to stress final exams and how to study at the secondary level. Tech prep and occu prep students had minimal comments.

Table 6a. Satisfaction with high school education.

	Frequency	Percentage
Very satisfied	25	31.6
Somewhat satisfied	45	57.0
Not at all satisfied	9	11.4
Total	79	100.0

Table 6b. Satisfaction with high school education (by students in college prep and tech prep course of study in high school).

Course of Study	Frequency	Percentage
College Prep (N=54)		
Very satisfied	15	27.8
Somewhat satisfied	33	61.1
Not at all satisfied	6	11.1
Tech Prep (N=21)		
Very satisfied	10	47.6
Somewhat satisfied	9	42.9
Not at all satisfied	2	9.5

Question 9. How confident are you that you will be able to find employment in a career field that interests you?

- More than half the students responding (62.0%) said they were *very confident* they would find employment in their chosen career field. Only 8.9% were *uncertain*. Reasons cited for their uncertainty were that: there were no jobs in their chosen field, they had not chosen a career, their grades in college might affect employment opportunities, they would have to move from Richmond County to obtain employment, or they would need an advanced degree to be able to work in the career field of their choice.

Table 7. How confident are you that you will be able to find employment in a career field that interests you?

	Frequency	Percentage
Very confident	49	62.0
Somewhat confident	22	27.8
Uncertain	7	8.9
No response	1	1.3
Total	79	100.0

Summary and Conclusions

1. As the response rate to this survey was low (15.8%) any conclusions from data collected can only apply to the students responding.

2. Students saying they had been enrolled in the *college prep* course of study in high school responded more often than students enrolled in either the *tech prep* or *occu prep* course of study.

3. More than half the students responding said they were *employed* either *fulltime* or *parttime*.

4. More than three-fourths of those responding said they were *enrolled* either *fulltime* or *parttime in some form of postsecondary education*. A few students not currently in some form of postsecondary education planned to return to college. Almost 40% of the students said they expected to receive an associate or bachelor degree.

5. Thirteen students said they had required remediation in math and/or English at the postsecondary level.

6. Most of the respondents thought academic and vocational teachers had been *very* or *somewhat helpful* with their educational or career planning during high school.

7. Over one third of the college prep and tech prep students felt guidance counselors were *not at all helpful* in educational or career planning.

8. Most respondents were *very* or *somewhat satisfied* with their high school education. College prep students cited specific reasons for dissatisfaction such as curriculum/ instruction provided and the low expectations of students did not prepare them for the challenges of college.

9. Only 9% of respondents were *uncertain* they would find employment in a career field of interest to them.

Recommendation

1. Due to the low response rate of this survey, conclusive recommendations cannot be presented. However, one area in which both college prep and tech prep students almost equally responded with the same level of dissatisfaction was in the area of guidance and counseling. A preliminary recommendation would, therefore, be that guidance and career counseling be strengthened for all students in their high school experience.

BEST COPY AVAILABLE

Richmond County Schools
Post Office Drawer 1259
Hamlet, North Carolina 28345
M.D. JAMES, Superintendent
PHONE (919) 582-5860

March 21, 1994

Dear 1992 Richmond Senior High School Graduate:

Feedback from students is very important to us at Richmond County Schools. Over the last six years we have been working hard to improve our schools so that students are better prepared when they graduate. We are constantly evaluating our programs to determine which areas need improvement. Your responses to the enclosed questionnaire can provide valuable information that will help us make Richmond Senior High School better for upcoming students.

All 1992 graduates of Richmond Senior High School are being contacted this year. The purpose of this questionnaire is to find out how satisfied all graduates were with their high school experience and if students are continuing to postsecondary education and/or employment.

Won't you help us? Please complete the enclosed questionnaire, fold the form, staple or tape, and mail. Postage is prepaid. All replies are confidential, and the information will be used only to improve educational programs for the citizens of Richmond County.

Sincerely,

M. Doug James

Dr. M. Doug James
Superintendent
Richmond County Schools

Enc. High School Graduate Followup

RICHMOND SENIOR HIGH SCHOOL GRADUATE FOLLOWUP (Class of '92)

Name: ____

Gender: _____Male _____Female

Ethnicity: _____African American _____Asian _____Caucasian _____Hispanic _____Native American _____Other

1. Course of study in high school:
   - _____College Prep
   - _____Occu Prep
   - _____Tech Prep
     - Tech Prep Program: _____Business _____Engineering _____Health/Human Services

2. Current employment/education/military status:

   Employment (check one)
   - _____ Employed full time
   - _____ Employed part time
   - _____ Not employed

   Military (check one)
   - _____ Currently in military
   - _____ Not in military

   Education (check all that apply)
   - _____ Enrolled in four-year college (full time)
   - _____ Enrolled in four-year college (part time/meaning less than 12 hrs.)
   - _____ Enrolled in community college (full time)
   - _____ Enrolled in community college (part time/meaning less than 12 hrs.)
   - _____ Enrolled in trade or vocational school
   - _____ Have graduated from a community college or four-year college
   - _____ Not currently enrolled in a community college or four-year college
   - _____ Did not enroll in a community college, four-year college, or trade/vocational school after high school

3. If not currently enrolled in a community college or college, were you previously enrolled?

   _____Yes _____No _____N/A

   If Yes - Why did you decide to leave college?

   ____

   ____

4. If not currently enrolled, do you plan to attend a community college or college within the next two years?

   _____Yes _____No _____Undecided _____N/A

5. If you are currently enrolled or have recently graduated from a community college or college what is your:

   Major or course of study? ______________________________

   Degree? ______________________________

   Graduation Date? ______________________________ _____N/A

6. If you enrolled in a community college or college, did you take or are you now taking remedial courses at the college level in order to prepare for your college courses?

   _____Yes _____No _____N/A

   If Yes - What remedial courses have you taken or are you now taking? _____Math _____Reading/English

7. Looking back at your high school experience, how helpful were the following people in helping you think about your educational or career plans after high school?

	Very helpful	Somewhat helpful	Not at all helpful
Academic teachers	_____	_____	_____
Vocational teachers	_____	_____	_____
Guidance counselors	_____	_____	_____
Other people ____________	_____	_____	_____

8. How satisfied are you with your high school education?

   _____Very satisfied _____Somewhat satisfied _____Not satisfied

   If not satisfied, why not? ______________________________

   ____

9. How confident are you that you will be able to find employment in a career field that interests you?

   _____Very confident _____Somewhat confident _____Uncertain

   If uncertain, please explain?______________________________

   ____

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Thank you for taking time to complete this questionnaire. Please fold, staple or tape, and mail. #7/1994

REPORT 5

RICHMOND COUNTY TECH PREP ASSOCIATE DEGREE PROGRAM

RICHMOND COUNTY SCHOOLS FACULTY SURVEY

Introduction

As part of the third-party evaluation conducted by the SouthEastern Regional Vision for Education (SERVE) of the Richmond County Tech Prep Associate Degree Program, Richmond County Schools senior and junior high school faculty were surveyed in the fall of 1994. The purpose of this survey was to learn faculty perceptions of the tech prep program and how the program has personally affected them as employees with the Richmond County school system.

Methodology

A survey instrument was developed to include closed and opened ended questions. The instrument was reviewed by the evaluation project staff consisting of the Director of the N.C. Tech Prep Leadership Development Center and administrators of Richmond County Schools, Richmond Senior High School, and Richmond Community College. In addition, the instrument was reviewed by senior and junior high school leadership team faculty members. Suggested revisions were incorporated into the final instrument. There were 32 items with which faculty agreed or disagree on a 1 to 5 scale. A copy of the final survey instrument follows this report.

The survey instrument was provided the Richmond County Schools central office. Instruments were given to senior and junior high school staff at faculty meetings during the fall of 1994. Seventy-six percent of the senior and junior high school faculty completed the instrument. Completed instruments were forwarded to SERVE for data analysis and final report preparation.

Data Analysis

Responses to the survey instrument were analyzed and are reported in a variety of ways:

Table 1. Results of combined junior and senior high faculty.
Table 2. Results of combined faculty with statements rank ordered within areas by total percentage of *moderately agree* and *strongly agree* respondents.
Table 3. Senior high school faculty results.
Table 4. Senior high results rank ordered within areas by the total percentage of *moderately agree* and *strongly agree* respondents.
Table 5. Junior high faculty results.
Table 6. Academic senior high teachers results.
Table 7. Vocational senior high teachers results.
Table 8. Survey items which were significantly different between academic and vocational senior high teachers.

As senior high school faculty work more directly with the tech prep program, the following discussion focuses on senior high faculty perceptions. For discussion purposes, survey items were grouped by themes: Importance/Purpose, Outcomes, Collaboration/Input, Attitudes, Guidance, Standards, Professional Development, and Leadership Team. Specific responses to survey questions are rank ordered within the area by total percentage of senior high staff responding *moderately agree* and *strongly agree*. The text below summarizes Table 4 - senior high faculty perceptions.

Importance/Purpose (Questions 13, 1, 22, 23)

- Three-fourths of the respondents agreed that the program was extremely important to the future of Richmond County. All senior high vocational teachers agreed with this item (#1). Eighty percent of the senior high academic teachers agreed with the item.

- Sixty percent agreed there was no more important challenge for Richmond County Schools than to improve the academic skills of the "middle majority" of students. However, only 30% of these *strongly agreed*.

Outcomes (Questions 5, 4, 2, 12, 6, 7, 3)

- Seventy-five percent of the senior high respondents agreed with the statement that vocational/technical courses had been upgraded because of the tech prep program. Almost the same percent of this group agreed that vocational/technical courses had been improved to reflect "real world" applications and technology needed by students to succeed in the work force. Whereas 44% *strongly agreed* with the first item, 33% *strongly agreed* with the second.

- A little over two thirds of senior and half of junior high faculty agreed that the program had a positive impact on the job preparedness of the youth in Richmond County. A fourth of both senior and junior high faculty responded *neither agree / disagree* or *don't know*.

- Senior high respondents agreed that the tech prep program provided a better technical background for students than previous vocational education programs. There was almost a 20% difference in attitudes of senior (63%) and junior (44%) high faculty responding *moderately agree* or *strongly agree*. One half of the junior high faculty responded *neither agree / disagree* or *don't know*.

- Slightly more than half (57%) of the senior high faculty agreed that students enrolled in the program had better self-esteem and confidence than students previously enrolled in a general or vocational education course of study. There was a 20% difference between the attitudes of senior vocational and academic teachers. Seventy-four percent of the vocational teachers responded *moderately agree* or *strongly agree* versus 54% of the academic teachers.

- A little over half of the senior high faculty agreed that students were responding positively to the curriculum changes caused by the program. Thirty percent responded either *neither agree / disagree* or *don't know*. Senior vocational teachers responded almost two to one more positively than academic teachers (82% versus 47%) to this question; 44% of the senior academic teachers responded *neither agree / disagree* or *don't know*.

- Half of the senior high respondents agreed that tech prep had succeeded in improving academic (math and English) skills of the "middle majority" students. Almost 80% of the senior high vocational teachers agreed the program had succeeded in improving the academic skills of students while 54% the senior high academic teachers agreed.

Collaboration/Input (Questions 8, 25, 27)

- Seventy-five percent of the senior high respondents agreed that collaboration between academic and vocational teachers was not where it should be. Only a third of the senior high faculty agreed that time and resources for collaboration between teachers had been provided; slightly over half of the junior high faculty agreed.

- One-third of the senior high respondents agreed they had an opportunity for input into the design and implementation of tech prep. A smaller number of junior high respondents (15%) agreed they had input.

Attitudes (Questions 14, 17, 18, 16, 19, 15, 9, 28)

- Three-fourths agreed that the publicity and dissemination of the Richmond County Tech Prep Program had been positive for Richmond County Schools.

- Two-thirds of the senior high respondents agreed that most vocational teachers had a positive attitude toward the program. Less than half agreed that most academic teachers had a positive attitude toward tech prep. Vocational teachers were very specific in their responses to this question with none answering *neither agree / disagree* or *don't know*. Fifty-four percent of the academic teachers agreed that most academic teachers had a positive attitude toward tech prep.

- A little more than half the senior high respondents agreed their school was a better place for students than it was before the implementation of tech prep; a little over a third responded *neither agree / disagree* or *don't know*.

- Less than half (49%) of the senior high faculty agreed the program had positively affected them. Most vocational teachers (79%) agreed the program had affected them positively, while slightly less than half (47%) the academic teachers responded similarly.

- Eighteen percent of the faculty agreed that they felt "little commitment" to the future of the tech prep initiative.

Guidance (Questions 30, 10, 11)

- Almost three-fourths of the senior high faculty agreed that more career counseling outside the registration process was needed. A higher percentage of junior high faculty agreed the guidance process in their schools was effective. More senior high academic teachers agreed that the guidance process was helping students develop individual career plans than senior high vocational teachers (47% academic versus 23% vocational).

- Conversely, more senior high vocational (66%) than academic teachers (39%) agreed most of the students were graduating from high school with an adequate understanding of their career options. Overall, only 43% of the senior high faculty agreed students had an understanding of their career options when graduating from high school.

Standards (Questions 21 and 20)

- Slightly over half the senior high faculty agreed that the implementation of tech prep had not resulted in lower academic standards. There was a wide discrepancy between responses from senior vocational and academic teachers. Most of the vocational teachers (87%) agreed that tech prep had not lowered standards; 36% of the academic teachers responded similarly. Forty-one percent of the academic teachers responded *neither agree / disagree* or *don't know* to the question.

- Twenty-seven percent of the senior high respondents agreed that they felt pressure to pass students even if they could not do the work; 49% agreed they did not feel pressure to pass students.

Professional Development (Questions 32, 24, 26)

- Three-fourths agreed they were encouraged to try new teaching methods. Only 5% disagreed with the statement.

- A little over a third of the senior high respondents agreed that not enough importance had been placed on teachers' professional development; 37% *moderately* or *slightly disagreed* to this question, and 28% responded *neither agree / disagree* or *don't know*.

Leadership Team (Questions 29 and 31)

- Most of the senior high faculty agreed that the tech prep program had the support of the leadership team at their school. However, only half the senior and junior high faculty agreed that the leadership team worked hard to get faculty input on changes needed to improve the program.

Open Ended Questions 33-37

When asked what was "the biggest frustration" respondents had about "tech prep right now" some thought that students were too low level for certain classes. Others said they thought academic standards had been lowered and students were not academically prepared for the more challenging courses. Some respondents also thought students needed more career information and counseling. Several mentioned they had very little involvement with the program and did not have a full understanding of the details about the curriculum. Others did not think the program was as effective as it was promoted. Vocational senior high teachers were concerned that equipment and facilities were not current with technology in the work place.

A variety of strategies used to facilitate learning for the "middle majority" were offered. Most often strategies cited were group learning, peer teaching/tutoring, and "hands on" applications and projects. Several respondents also included individualized instruction and reteaching/retesting as strategies used.

When asked what was needed "in order to improve the academic skills of the 'middle majority,' as a school we need to," a suggestion was to maintain high academic standards for all students. Respondents also suggested "tracking" students or using ability grouping, tying the curriculum to life goals, using more computer-assisted learning, having smaller classes, remediating at the lower grades, and enforcing discipline.

There were both positive and negative additional comments. Lowered academic standards and the lack of adequate career counseling were mentioned by several respondents. Several respondents agreed that tech prep had a positive impact on Richmond County and the students. Two respondents stressed that tech prep was good but not to forget the college-bound student. Two thought there had been too much publicity on tech prep.

Conclusions

1. The majority of the faculty agreed that tech prep is extremely important to Richmond County.

2. Most of the senior high respondents agreed that the vocational/technical courses had been upgraded, reflected "real world" applications, and provided a better technical background than previous vocational education programs.

3. Vocational senior high teachers agreed that students enrolled in the program had better self-esteem. This group also agreed students were responding positively to curriculum changes and the program had succeeded in improving academic skills of the "middle majority." Academic senior high teachers, however, did not respond as positively in these areas as vocational teachers.

4. Three-fourths of the senior high respondents did not think collaboration was where it should be between vocational and academic teachers. Two-thirds did not think time and resources had been provided nor did they feel they had input into the program.

5. Three-fourths of the respondents agreed the publicity and dissemination of the program had been positive for Richmond County Schools.

6. Vocational senior high teachers were viewed as having a more positive attitude toward the tech prep program than academic teachers. Additionally, a greater percentage of vocational teachers agreed the program had affected them positively.

7. Senior high respondents were not satisfied with the amount of career guidance and counseling provided students; almost 75% agreed that more career counseling outside the registration process was needed. Junior high respondents were more satisfied with guidance and counseling provided students.

8. Most vocational senior high teachers did not think academic standards had been lowered. However, almost two-thirds of senior high academic teachers did agree

standards had been lowered. One-fourth of senior high respondents agreed they felt pressure to pass students even if they could not do the work.

9. Most respondents agreed they were open to making changes in their teaching methods and were encouraged to try new methods. Only a third agreed that not enough importance had been placed on professional development.

10. Most senior high respondents agreed that the leadership team supported tech prep, but only half agreed that the leadership team tried to get faculty input to make needed changes in the program.

Table 1. Results of combined junior and senior high faculty.

Questions - Reading from left to right, please use the following scale for all items:
SA = Strongly agree MA = Moderately agree N = Neither agree/disagree
MD = Moderately disagree SD = Strongly disagree DK = Don't know

		SA	*MA*	*N*	*MD*	*SD*	*DK*
1.	Tech Prep is extremely important to the future of Richmond County.	34%	38%	14%	6%	3%	4%
2.	Overall, Tech Prep has had a positive impact on the job preparedness of the youth in Richmond County.	20%	43%	13%	9%	3%	12%
3.	Tech Prep has succeeded in improving the academic (math and English) skills of the "middle majority" student.	17%	33%	17%	13%	8%	11%
4.	Vocational/technical courses have been improved to reflect "real world" applications and technology needed by students to succeed in the work force.	25%	42%	26%	5%	2%	13%
5.	Vocational/technical courses have been upgraded as a result of Tech Prep.	33%	36%	11%	3%	2%	15%
6.	Students enrolled in the Tech Prep Program have greater self-esteem and confidence than students previously enrolled in a general or vocational education course of study.	18%	28%	27%	6%	3%	18%
7.	Students are responding positively to the curriculum changes brought about by Tech Prep.	15%	35%	25%	10%	2%	14%
8.	Collaboration between academic and vocational teachers is still not where it should be.	32%	32%	19%	5%	3%	9%
9.	Tech Prep has positively affected me as a teacher in Richmond County.	12%	20%	39%	9%	13%	7%
10.	The guidance process at this school is effective in:						
	(a) reaching all students	24%	35%	13%	16%	8%	6%
	(b) helping students clarify their career goals	19%	37%	15%	12%	11%	7%
	(c) directing students into appropriate, challenging courses	23%	32%	14%	15%	9%	8%

(continued)

Table 1 (continued). Results of combined junior and senior high faculty.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
10.	(d) helping students develop individual career plans	22%	30%	14%	16%	9%	9%
11.	The majority of Richmond County students graduate from high school with an adequate understanding of their career options.	7%	36%	20%	16%	9%	11%
12.	Tech Prep students at the high school have a better technical background than students enrolled in previous vocational education programs.	19%	35%	22%	5%	2%	18%
13.	The Tech Prep Program should prepare high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	50%	38%	7%	1%	1%	3%
14.	I am committed to the goal of improving the academic skills of the "middle majority."	64%	25%	7%	2%	2%	1%
15.	I think most academic teachers have a positive attitude toward Tech Prep.	17%	29%	13%	18%	15%	9%
16.	I think most vocational/technical teachers have a positive attitude toward Tech Prep.	31%	35%	11%	5%	6%	13%
17.	I am committed to whatever changes are needed in my teaching to improve students' academic skills.	68%	23%	7%	1%	0%	1%
18.	The publicity and dissemination of the Richmond County Tech Prep Program has been positive for Richmond County Schools.	39%	33%	13%	4%	3%	8%
19.	My school is a better place for students than it was before Tech Prep.	17%	23%	31%	7%	5%	17%
20.	I feel pressure to pass students even if they cannot do the work.	13%	19%	18%	11%	33%	5%
21.	The implementation of Tech Prep has not resulted in lower academic standards.	21%	30%	20%	9%	7%	13%

(continued)

Table 1 (continued). Results of combined junior and senior high faculty.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
22.	The Tech Prep Program is preparing high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	25%	42%	17%	5%	3%	8%
23.	There is no more important challenge for Richmond County Schools than improving the academic skills of the "middle majority."	28%	33%	15%	9%	11%	5%
24.	At my school, I am encouraged to try new teaching methods.	38%	42%	15%	3%	1%	2%
25.	At my school, time and resources for collaboration between teachers are provided.	21%	24%	13%	18%	22%	2%
26.	Not enough importance has been placed on teachers' professional development over the last five years.	10%	21%	24%	23%	16%	7%
27.	I feel I had an opportunity for input into the design and implementation of Tech Prep.	6%	17%	37%	11%	24%	6%
28.	I personally feel little commitment to the future of the Tech Prep initiative.	10%	15%	28%	19%	23%	5%
29.	The leadership team at my school supports Tech Prep.	36%	28%	18%	5%	3%	11%
30.	More career counseling outside the registration process is needed.	38%	35%	14%	1%	6%	7%
31.	The leadership team at my school works hard to get faculty input on changes needed to improve Tech Prep.	16%	25%	27%	12%	13%	8%
32.	I am open to making changes in my teaching methods.	54%	30%	12%	2%	1%	2%

Number of Responses = 181

Table 2. Results of combined faculty with statements rank ordered within areas by total percentage of *moderately agree* and *strongly agree* respondents.

Questions - Reading from left to right, please use the following scale for all items:
SA = Strongly agree MA = Moderately agree N = Neither agree/disagree
MD = Moderately disagree SD = Strongly disagree DK = Don't know

		SA	*MA*	*N*	*MD*	*SD*	*DK*
Importance/Purpose							
13.	The Tech Prep Program should prepare high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	50%	38%	7%	1%	1%	3%
1.	Tech Prep is extremely important to the future of Richmond County.	34%	38%	14%	6%	3%	4%
22.	The Tech Prep Program is preparing high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	25%	42%	17%	5%	3%	8%
23.	There is no more important challenge for Richmond County Schools than improving the academic skills of the "middle majority."	28%	33%	15%	9%	11%	5%
Outcomes							
5.	Vocational/technical courses have been upgraded as a result of Tech Prep.	33%	36%	11%	3%	2%	15%
4.	Vocational/technical courses have been improved to reflect "real world" applications and technology needed by students to succeed in the work force.	25%	42%	26%	5%	2%	13%
2.	Overall, Tech Prep has had a positive impact on the job preparedness of the youth in Richmond County.	20%	43%	13%	9%	3%	12%
12.	Tech Prep students at the high school have a better technical background than students enrolled in previous vocational education programs.	19%	35%	22%	5%	2%	18%
7.	Students are responding positively to the curriculum changes brought about by Tech Prep.	15%	35%	25%	10%	2%	14%

(continued)

Table 2 (continued). Results of combined faculty with statements rank ordered within areas by total percentage of *moderately agree* and *strongly agree* respondents.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
3.	Tech Prep has succeeded in improving the academic (math and English) skills of the "middle majority" student.	17%	33%	17%	13%	8%	11%
6.	Students enrolled in the Tech Prep Program have greater self-esteem and confidence than students previously enrolled in a general or vocational education course of study.	18%	28%	27%	6%	3%	18%
Collaboration/Input							
8.	Collaboration between academic and vocational teachers is still not where it should be.	32%	32%	19%	5%	3%	9%
25.	At my school, time and resources for collaboration between teachers are provided.	21%	24%	13%	18%	22%	2%
27.	I feel I had an opportunity for input into the design and implementation of Tech Prep.	6%	17%	37%	11%	24%	6%
Attitudes							
17.	I am committed to whatever changes are needed in my teaching to improve students' academic skills.	68%	23%	7%	1%	0%	1%
14.	I am committed to the goal of improving the academic skills of the "middle majority."	64%	25%	7%	2%	2%	1%
18.	The publicity and dissemination of the Richmond County Tech Prep Program has been positive for Richmond County Schools.	39%	33%	13%	4%	3%	8%
16.	I think most vocational/technical teachers have a positive attitude toward Tech Prep.	31%	35%	11%	5%	6%	13%
15.	I think most academic teachers have a positive attitude toward Tech Prep.	17%	29%	13%	18%	15%	9%

(continued)

Table 2 (continued). Results of combined faculty with statements rank ordered within areas by total percentage of *moderately agree* and *strongly agree* respondents.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
19.	My school is a better place for students than it was before Tech Prep.	17%	23%	31%	7%	5%	17%
9.	Tech Prep has positively affected me as a teacher in Richmond County.	12%	20%	39%	9%	13%	7%
28.	I personally feel little commitment to the future of the Tech Prep initiative.	10%	15%	28%	19%	23%	5%
Guidance							
30.	More career counseling outside the registration process is needed.	38%	35%	14%	1%	6%	7%
10.	The guidance process at this school is effective in:						
	(a) reaching all students	24%	35%	13%	16%	8%	6%
	(b) helping students clarify their career goals	19%	37%	15%	12%	11%	7%
	(c) directing students into appropriate, challenging courses	23%	32%	14%	15%	9%	8%
	(d) helping students develop individual career plans	22%	30%	14%	16%	9%	9%
11.	The majority of Richmond County students graduate from high school with an adequate understanding of their career options.	7%	36%	20%	16%	9%	11%
Standards							
21.	The implementation of Tech Prep has not resulted in lower academic standards.	21%	30%	20%	9%	7%	13%
20.	I feel pressure to pass students even if they cannot do the work.	13%	19%	18%	11%	33%	5%
Professional Development							
32.	I am open to making changes in my teaching methods.	54%	30%	12%	2%	1%	2%
24.	At my school, I am encouraged to try new teaching methods.	38%	42%	15%	3%	1%	2%
26.	Not enough importance has been placed on teachers' professional development over the last five years.	10%	21%	24%	23%	16%	7%

(continued)

Table 2 (continued). Results of combined faculty with statements rank ordered within areas by total percentage of *moderately agree* and *strongly agree* respondents.

	SA	*MA*	*N*	*MD*	*SD*	*DK*
Leadership Team						
29. The leadership team at my school supports Tech Prep.	36%	28%	18%	5%	3%	11%
31. The leadership team at my school works hard to get faculty input on changes needed to improve Tech Prep.	16%	25%	27%	12%	13%	8%

Number of Responses = 181

Table 3. Senior high faculty results.

Questions - Reading from left to right, please use the following scale for all items:
SA = Strongly agree MA = Moderately agree N = Neither agree/disagree
MD = Moderately disagree SD = Strongly disagree DK = Don't know

		SA	*MA*	*N*	*MD*	*SD*	*DK*
1.	Tech Prep is extremely important to the future of Richmond County.	44%	33%	13%	4%	2%	4%
2.	Overall, Tech Prep has had a positive impact on the job preparedness of the youth in Richmond County.	26%	43%	15%	5%	3%	9%
3.	Tech Prep has succeeded in improving the academic (math and English) skills of the "middle majority" student.	22%	31%	17%	15%	10%	5%
4.	Vocational/technical courses have been improved to reflect "real world" applications and technology needed by students to succeed in the work force.	33%	40%	15%	4%	1%	8%
5.	Vocational/technical courses have been upgraded as a result of Tech Prep.	44%	31%	11%	1%	1%	11%
6.	Students enrolled in the Tech Prep Program have greater self-esteem and confidence than students previously enrolled in a general or vocational education course of study.	27%	30%	25%	9%	1%	9%
7.	Students are responding positively to the curriculum changes brought about by Tech Prep.	20%	35%	24%	14%	1%	6%
8.	Collaboration between academic and vocational teachers is still not where it should be.	38%	37%	15%	6%	0%	4%
9.	Tech Prep has positively affected me as a teacher in Richmond County.	22%	24%	30%	11%	11%	3%
10.	The guidance process at this school is effective in:						
	(a) reaching all students	12%	35%	14%	23%	12%	4%
	(b) helping students clarify their career goals	13%	30%	21%	18%	15%	4%
	(c) directing students into appropriate, challenging courses	15%	28%	18%	22%	14%	4%

(continued)

Table 3 (continued). Senior high faculty results.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
10.	(d) helping students develop individual career plans	13%	28%	29%	24%	14%	4%
11.	The majority of Richmond County students graduate from high school with an adequate understanding of their career options.	9%	34%	21%	25%	5%	6%
12.	Tech Prep students at the high school have a better technical background than students enrolled in previous vocational education programs.	28%	35%	16%	7%	3%	11%
13.	The Tech Prep Program should prepare high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	51%	38%	6%	1%	1%	3%
14.	I am committed to the goal of improving the academic skills of the "middle majority."	62%	26%	6%	3%	3%	1%
15.	I think most academic teachers have a positive attitude toward Tech Prep.	16%	28%	16%	22%	14%	4%
16.	I think most vocational/technical teachers have a positive attitude toward Tech Prep.	41%	27%	14%	6%	3%	10%
17.	I am committed to whatever changes are needed in my teaching to improve students' academic skills.	58%	30%	10%	1%	0%	1%
18.	The publicity and dissemination of the Richmond County Tech Prep Program has been positive for Richmond County Schools.	46%	30%	15%	5%	0%	5%
19.	My school is a better place for students than it was before Tech Prep.	30%	22%	27%	9%	3%	10%
20.	I feel pressure to pass students even if they cannot do the work.	9%	18%	20%	15%	34%	4%
21.	The implementation of Tech Prep has not resulted in lower academic standards.	26%	26%	17%	10%	12%	9%

(continued)

Table 3 (continued). Senior high faculty results.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
22.	The Tech Prep Program is preparing high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	31%	35%	16%	9%	1%	8%
23.	There is no more important challenge for Richmond County Schools than improving the academic skills of the "middle majority."	30%	30%	13%	11%	11%	4%
24.	At my school, I am encouraged to try new teaching methods.	32%	43%	18%	4%	1%	3%
25.	At my school, time and resources for collaboration between teachers are provided.	14%	19%	13%	23%	28%	4%
26.	Not enough importance has been placed on teachers' professional development over the last five years.	13%	22%	25%	23%	14%	4%
27.	I feel I had an opportunity for input into the design and implementation of Tech Prep.	11%	21%	39%	8%	15%	6%
28.	I personally feel little commitment to the future of the Tech Prep initiative.	8%	10%	25%	21%	34%	3%
29.	The leadership team at my school supports Tech Prep.	52%	29%	8%	5%	0%	6%
30.	More career counseling outside the registration process is needed.	43%	31%	13%	1%	6%	6%
31.	The leadership team at my school works hard to get faculty input on changes needed to improve Tech Prep.	18%	32%	22%	10%	14%	4%
32.	I am open to making changes in my teaching methods.	53%	33%	9%	1%	0%	4%

Number of Responses = 82

Table 4. Senior high results rank ordered within areas by the total percentage of *moderately agree* and *strongly agree* respondents.

Questions - Reading from left to right, please use the following scale for all items:
SA = Strongly agree MA = Moderately agree N = Neither agree/disagree
MD = Moderately disagree SD = Strongly disagree DK = Don't know

		SA	*MA*	*N*	*MD*	*SD*	*DK*
Importance/Purpose							
13.	The Tech Prep Program should prepare high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	51%	38%	6%	1%	1%	3%
1.	Tech Prep is extremely important to the future of Richmond County.	44%	33%	13%	4%	2%	4%
22.	The Tech Prep Program is preparing high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	31%	35%	16%	9%	1%	8%
23.	There is no more important challenge for Richmond County Schools than improving the academic skills of the "middle majority."	30%	30%	13%	11%	11%	4%
Outcomes							
5.	Vocational/technical courses have been upgraded as a result of Tech Prep.	44%	31%	11%	1%	1%	11%
4.	Vocational/technical courses have been improved to reflect "real world" applications and technology needed by students to succeed in the work force.	33%	40%	15%	4%	1%	8%
2.	Overall, Tech Prep has had a positive impact on the job preparedness of the youth in Richmond County.	26%	43%	15%	5%	3%	9%

(continued)

Table 4 (continued). Senior high results rank ordered within areas by the total percentage of *moderately agree* and *strongly agree* respondents.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
12.	Tech Prep students at the high school have a better technical background than students enrolled in previous vocational education programs.	28%	35%	16%	7%	3%	11%
6.	Students enrolled in the Tech Prep Program have greater self-esteem and confidence than students previously enrolled in a general or vocational education course of study.	27%	30%	25%	9%	1%	9%
7.	Students are responding positively to the curriculum changes brought about by Tech Prep.	20%	35%	24%	14%	1%	6%
3.	Tech Prep has succeeded in improving the academic (math and English) skills of the "middle majority" student.	22%	31%	17%	15%	10%	5%
Collaboration/Input							
8.	Collaboration between academic and vocational teachers is still not where it should be.	38%	37%	15%	6%	0%	4%
25.	At my school, time and resources for collaboration between teachers are provided.	14%	19%	13%	23%	28%	4%
27.	I feel I had an opportunity for input into the design and implementation of Tech Prep.	11%	21%	39%	8%	15%	6%
Attitudes							
14.	I am committed to the goal of improving the academic skills of the "middle majority."	62%	26%	6%	3%	3%	1%
17.	I am committed to whatever changes are needed in my teaching to improve students' academic skills.	58%	30%	10%	1%	0%	1%
18.	The publicity and dissemination of the Richmond County Tech Prep Program has been positive for Richmond County Schools.	46%	30%	15%	5%	0%	5%

(continued)

Table 4 (continued). Senior high results rank ordered within areas by the total percentage of *moderately agree* and *strongly agree* respondents.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
Professional Development							
32.	I am open to making changes in my teaching methods.	53%	33%	9%	1%	0%	4%
24.	At my school, I am encouraged to try new teaching methods.	32%	43%	18%	4%	1%	3%
26.	Not enough importance has been placed on teachers' professional development over the last five years.	13%	22%	25%	23%	14%	4%
Leadership Team							
29.	The leadership team at my school supports Tech Prep.	52%	29%	8%	5%	0%	6%
31.	The leadership team at my school works hard to get faculty input on changes needed to improve Tech Prep.	18%	32%	22%	10%	14%	4%

Number of Responses = 82

Table 5. Junior high faculty results.

Questions - Reading from left to right, please use the following scale for all items:
SA = Strongly agree MA = Moderately agree N = Neither agree/disagree MD = Moderately disagree SD = Strongly disagree DK = Don't know

		SA	*MA*	*N*	*MD*	*SD*	*DK*
1.	Tech Prep is extremely important to the future of Richmond County.	27%	43%	14%	8%	3%	5%
2.	Overall, Tech Prep has had a positive impact on the job preparedness of the youth in Richmond County.	16%	42%	11%	12%	3%	16%
3.	Tech Prep has succeeded in improving the academic (math and English) skills of the "middle majority" student.	12%	35%	17%	12%	7%	16%
4.	Vocational/technical courses have been improved to reflect "real world" applications and technology needed by students to succeed in the work force.	18%	43%	14%	5%	2%	17%
5.	Vocational/technical courses have been upgraded as a result of Tech Prep.	24%	40%	11%	4%	2%	18%
6.	Students enrolled in the Tech Prep Program have greater self-esteem and confidence than students previously enrolled in a general or vocational education course of study.	11%	27%	28%	3%	4%	26%
7.	Students are responding positively to the curriculum changes brought about by Tech Prep.	10%	34%	26%	7%	2%	20%
8.	Collaboration between academic and vocational teachers is still not where it should be.	27%	27%	23%	4%	5%	13%
9.	Tech Prep has positively affected me as a teacher in Richmond County.	4%	17%	46%	7%	15%	10%
10.	The guidance process at this school is effective in:						
	(a) reaching all students	33%	34%	11%	9%	5%	7%
	(b) helping students clarify their career goals	24%	43%	10%	7%	7%	10%
	(c) directing students into appropriate, challenging courses	29%	36%	10%	9%	4%	12%

(continued)

Table 5 (continued). Junior high faculty results.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
10.	(d) helping students develop individual career plans	30%	32%	10%	10%	6%	13%
11.	The majority of Richmond County students graduate from high school with an adequate understanding of their career options.	6%	38%	20%	9%	11%	16%
12.	Tech Prep students at the high school have a better technical background than students enrolled in previous vocational education programs.	10%	34%	27%	3%	1%	24%
13.	The Tech Prep Program should prepare high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	49%	38%	7%	1%	1%	4%
14.	I am committed to the goal of improving the academic skills of the "middle majority."	66%	24%	7%	2%	1%	0%
15.	I think most academic teachers have a positive attitude toward Tech Prep.	17%	29%	10%	15%	15%	13%
16.	I think most vocational/technical teachers have a positive attitude toward Tech Prep.	22%	42%	8%	4%	8%	15%
17.	I am committed to whatever changes are needed in my teaching to improve students' academic skills.	76%	18%	5%	1%	0%	1%
18.	The publicity and dissemination of the Richmond County Tech Prep Program has been positive for Richmond County Schools.	33%	36%	12%	3%	6%	10%
19.	My school is a better place for students than it was before Tech Prep.	7%	24%	35%	5%	7%	22%
20.	I feel pressure to pass students even if they cannot do the work.	17%	21%	17%	8%	32%	6%
21.	The implementation of Tech Prep has not resulted in lower academic standards.	17%	33%	21%	8%	3%	17%

(continued)

Table 5 (continued). Junior high faculty results.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
22.	The Tech Prep Program is preparing high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	21%	49%	18%	1%	4%	8%
23.	There is no more important challenge for Richmond County Schools than improving the academic skills of the "middle majority."	26%	34%	17%	7%	10%	5%
24.	At my school, I am encouraged to try new teaching methods.	44%	41%	13%	2%	0%	1%
25.	At my school, time and resources for collaboration between teachers are provided.	27%	29%	13%	13%	17%	1%
26.	Not enough importance has been placed on teachers' professional development over the last five years.	7%	21%	22%	23%	17%	9%
27.	I feel I had an opportunity for input into the design and implementation of Tech Prep.	2%	13%	35%	14%	30%	5%
28.	I personally feel little commitment to the future of the Tech Prep initiative.	12%	19%	30%	18%	15%	7%
29.	The leadership team at my school supports Tech Prep.	23%	27%	26%	4%	5%	16%
30.	More career counseling outside the registration process is needed.	34%	37%	14%	1%	6%	7%
31.	The leadership team at my school works hard to get faculty input on changes needed to improve Tech Prep.	15%	20%	31%	13%	12%	10%
32.	I am open to making changes in my teaching methods.	54%	28%	14%	2%	2%	0%

Number of Responses = 99

Table 6. Academic senior high teachers results.

Questions - Reading from left to right, please use the following scale for all items:
SA = Strongly agree MA = Moderately agree N = Neither agree/disagree
MD = Moderately disagree SD = Strongly disagree DK = Don't know

		SA	*MA*	*N*	*MD*	*SD*	*DK*
1.	Tech Prep is extremely important to the future of Richmond County.	34%	46%	15%	5%	2%	3%
2.	Overall, Tech Prep has had a positive impact on the job preparedness of the youth in Richmond County.	14%	46%	14%	8%	4%	14%
3.	Tech Prep has succeeded in improving the academic (math and English) skills of the "middle majority" student.	11%	45%	11%	13%	8%	12%
4.	Vocational/technical courses have been improved to reflect "real world" applications and technology needed by students to succeed in the work force.	21%	38%	17%	6%	1%	16%
5.	Vocational/technical courses have been upgraded as a result of Tech Prep.	31%	34%	10%	3%	1%	21%
6.	Students enrolled in the Tech Prep Program have greater self-esteem and confidence than students previously enrolled in a general or vocational education course of study.	12%	31%	24%	7%	3%	23%
7.	Students are responding positively to the curriculum changes brought about by Tech Prep.	9%	35%	29%	9%	1%	17%
8.	Collaboration between academic and vocational teachers is still not where it should be.	28%	28%	22%	7%	3%	12%
9.	Tech Prep has positively affected me as a teacher in Richmond County.	5%	19%	42%	12%	14%	7%
10.	The guidance process at this school is effective in:						
	(a) reaching all students	22%	40%	13%	11%	7%	6%
	(b) helping students clarify their career goals	21%	39%	14%	9%	8%	8%
	(c) directing students into appropriate, challenging courses	20%	37%	16%	11%	6%	10%

(continued)

Table 6 (continued). Academic senior high teachers results.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
10.	(d) helping students develop individual career plans	19%	34%	16%	12%	7%	11%
11.	The majority of Richmond County students graduate from high school with an adequate understanding of their career options.	3%	36%	25%	14%	8%	14%
12.	Tech Prep students at the high school have a better technical background than students enrolled in previous vocational education programs.	17%	30%	24%	6%	0%	24%
13.	The Tech Prep Program should prepare high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	47%	41%	8%	1%	0%	3%
14.	I am committed to the goal of improving the academic skills of the "middle majority."	63%	27%	8%	1%	1%	0%
15.	I think most academic teachers have a positive attitude toward Tech Prep.	15%	37%	14%	11%	12%	10%
16.	I think most vocational/technical teachers have a positive attitude toward Tech Prep.	24%	41%	12%	1%	5%	17%
17.	I am committed to whatever changes are needed in my teaching to improve students' academic skills.	65%	28%	6%	1%	0%	0%
18.	The publicity and dissemination of the Richmond County Tech Prep Program has been positive for Richmond County Schools.	34%	35%	14%	5%	2%	9%
19.	My school is a better place for students than it was before Tech Prep.	15%	28%	25%	6%	5%	20%
20.	I feel pressure to pass students even if they cannot do the work.	18%	16%	15%	14%	33%	3%
21.	The implementation of Tech Prep has not resulted in lower academic standards.	17%	27%	25%	10%	6%	15%

(continued)

Table 6 (continued). Academic senior high teachers results.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
22.	The Tech Prep Program is preparing high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	19%	46%	17%	5%	2%	10%
23.	There is no more important challenge for Richmond County Schools than improving the academic skills of the "middle majority."	22%	40%	14%	9%	11%	3%
24.	At my school, I am encouraged to try new teaching methods.	35%	45%	14%	4%	0%	1%
25.	At my school, time and resources for collaboration between teachers are provided.	21%	28%	15%	13%	19%	3%
26.	Not enough importance has been placed on teachers' professional development over the last five years.	9%	22%	23%	23%	16%	7%
27.	I feel I had an opportunity for input into the design and implementation of Tech Prep.	4%	12%	39%	14%	25%	6%
28.	I personally feel little commitment to the future of the Tech Prep initiative.	7%	19%	31%	19%	19%	4%
29.	The leadership team at my school supports Tech Prep.	33%	27%	20%	4%	2%	14%
30.	More career counseling outside the registration process is needed.	36%	32%	17%	1%	5%	9%
31.	The leadership team at my school works hard to get faculty input on changes needed to improve Tech Prep.	11%	23%	33%	12%	9%	11%
32.	I am open to making changes in my teaching methods.	48%	34%	13%	3%	1%	1%

Number of Responses = 101

Table 7. Vocational senior high teachers results.

Questions - Reading from left to right, please use the following scale for all items:
SA = Strongly agree MA = Moderately agree N = Neither agree/disagree MD = Moderately disagree SD = Strongly disagree DK = Don't know

		SA	*MA*	*N*	*MD*	*SD*	*DK*
1.	Tech Prep is extremely important to the future of Richmond County.	55%	36%	5%	2%	0%	2%
2.	Overall, Tech Prep has had a positive impact on the job preparedness of the youth in Richmond County.	40%	47%	5%	5%	0%	5%
3.	Tech Prep has succeeded in improving the academic (math and English) skills of the "middle majority" student.	32%	32%	18%	14%	0%	5%
4.	Vocational/technical courses have been improved to reflect "real world" applications and technology needed by students to succeed in the work force.	40%	44%	12%	2%	2%	0%
5.	Vocational/technical courses have been upgraded as a result of Tech Prep.	46%	39%	14%	2%	0%	0%
6.	Students enrolled in the Tech Prep Program have greater self-esteem and confidence than students previously enrolled in a general or vocational education course of study.	32%	25%	30%	2%	2%	9%
7.	Students are responding positively to the curriculum changes brought about by Tech Prep.	21%	49%	14%	9%	2%	5%
8.	Collaboration between academic and vocational teachers is still not where it should be.	43%	43%	11%	0%	0%	2%
9.	Tech Prep has positively affected me as a teacher in Richmond County.	25%	32%	32%	2%	5%	5%
10.	The guidance process at this school is effective in:						
	(a) reaching all students	19%	33%	14%	21%	12%	0%
	(b) helping students clarify their career goals	12%	34%	20%	17%	17%	0%
	(c) directing students into appropriate, challenging courses	26%	28%	12%	16%	19%	0%

(continued)

Table 7 (continued). Vocational senior high teachers results.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
10.	(d) helping students develop individual career plans	22%	24%	12%	24%	17%	0%
11.	The majority of Richmond County students graduate from high school with an adequate understanding of their career options.	9%	50%	11%	18%	7%	5%
12.	Tech Prep students at the high school have a better technical background than students enrolled in previous vocational education programs.	27%	43%	18%	5%	0%	7%
13.	The Tech Prep Program should prepare high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	61%	37%	0%	0%	2%	0%
14.	I am committed to the goal of improving the academic skills of the "middle majority."	64%	23%	5%	5%	5%	0%
15.	I think most academic teachers have a positive attitude toward Tech Prep.	14%	23%	2%	36%	21%	5%
16.	I think most vocational/technical teachers have a positive attitude toward Tech Prep.	48%	34%	5%	11%	2%	0%
17.	I am committed to whatever changes are needed in my teaching to improve students' academic skills.	75%	14%	9%	0%	0%	2%
18.	The publicity and dissemination of the Richmond County Tech Prep Program has been positive for Richmond County Schools.	52%	30%	9%	2%	5%	2%
19.	My school is a better place for students than it was before Tech Prep.	27%	14%	41%	5%	2%	11%
20.	I feel pressure to pass students even if they cannot do the work.	5%	27%	14%	11%	41%	2%
21.	The implementation of Tech Prep has not resulted in lower academic standards.	36%	34%	9%	5%	4%	11%

(continued)

Table 7 (continued). Vocational senior high teachers results.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
22.	The Tech Prep Program is preparing high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	47%	37%	12%	2%	0%	2%
23.	There is no more important challenge for Richmond County Schools than improving the academic skills of the "middle majority."	48%	18%	11%	9%	7%	7%
24.	At my school, I am encouraged to try new teaching methods.	41%	41%	11%	2%	2%	2%
25.	At my school, time and resources for collaboration between teachers are provided.	16%	19%	7%	23%	35%	0%
26.	Not enough importance has been placed on teachers' professional development over the last five years.	14%	27%	21%	21%	14%	5%
27.	I feel I had an opportunity for input into the design and implementation of Tech Prep.	11%	27%	43%	7%	11%	0%
28.	I personally feel little commitment to the future of the Tech Prep initiative.	12%	9%	16%	26%	33%	5%
29.	The leadership team at my school supports Tech Prep.	47%	35%	7%	5%	5%	2%
30.	More career counseling outside the registration process is needed.	41%	36%	7%	2%	9%	5%
31.	The leadership team at my school works hard to get faculty input on changes needed to improve Tech Prep.	21%	37%	16%	12%	12%	2%
32.	I am open to making changes in my teaching methods.	64%	27%	9%	0%	0%	0%

Number of Responses = 44

Table 8. Survey items which were significantly different between academic and vocational senior high teachers.

Questions - Reading from left to right, please use the following scale for all items:
SA = Strongly agree MA = Moderately agree N = Neither agree/disagree
MD = Moderately disagree SD = Strongly disagree DK = Don't know

		SA	*MA*	*N*	*MD*	*SD*	*DK*
1.	Tech Prep is extremely important to the future of Richmond County.	**65%**	**35%**	**0%**	**0%**	**0%**	**0%**
		43%	37%	18%	0%	0%	3%
3.	Tech Prep has succeeded in improving the academic (math and English) skills of the "middle majority" students.	**44%**	**35%**	**9%**	**13%**	**0%**	**0%**
		10%	44%	15%	18%	8%	5%
6.	Students enrolled in the Tech Prep Program have greater self-esteem and confidence than students previously enrolled in a general or vocational education course of study.	**48%**	**26%**	**17%**	**4%**	**0%**	**4%**
		15%	39%	21%	13%	0%	13%
7.	Students are responding positively to the curriculum changes brought about by Tech Prep.	**32%**	**50%**	**0%**	**0%**	**18%**	**0%**
		8%	39%	36%	8%	3%	8%
9.	Tech Prep has positively affected me as a teacher in Richmond County.	**44%**	**35%**	**17%**	**4%**	**0%**	**0%**
		8%	39%	36%	13%	15%	3%
10.	The guidance process at this school is effective in: (d) helping students develop individual career plans	**5%**	**18%**	**9%**	**41%**	**27%**	**0%**
		8%	39%	26%	15%	8%	5%
11.	The majority of Richmond County students graduate from high school with an adequate understanding of their career options.	**9%**	**57%**	**0%**	**26%**	**9%**	**0%**
		3%	33%	31%	21%	3%	10%
15.	I think most academic teachers have a positive attitude toward Tech Prep.	**13%**	**26%**	**0%**	**44%**	**17%**	**0%**
		15%	39%	18%	15%	8%	5%
16.	I think most vocational/technical teachers have a positive attitude toward Tech Prep.	**57%**	**26%**	**4%**	**13%**	**0%**	**0%**
		39%	33%	15%	0%	0%	13%

(continued)

Table 8 (continued). Survey items which were significantly different between academic and vocational senior high teachers.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
21.	The implementation of Tech Prep has not resulted in lower academic standards.	**48%**	**39%**	**0%**	**4%**	**9%**	**0%**
		15%	21%	26%	13%	10%	15%
22.	The Tech Prep Program is preparing high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	**59%**	**36%**	**0%**	**0%**	**0%**	**5%**
		21%	36%	20%	13%	0%	10%

* Vocational Teacher Responses are in **Bold**

Number of Senior High Vocational Teacher Responses = 23
Number of Senior High Academic Teacher Responses = 40

Table 9. Survey items which were significantly different between senior and junior high faculty.

Questions - Reading from left to right, please use the following scale for all items:
SA = Strongly agree MA = Moderately agree N = Neither agree/disagree
MD = Moderately disagree SD = Strongly disagree DK = Don't know

		SA	*MA*	*N*	*MD*	*SD*	*DK*
2.	Overall, Tech Prep has had a positive impact on the job preparedness of the of the youth in Richmond County.	**16%**	**42%**	**11%**	**12%**	**3%**	**16%**
		26%	43%	15%	5%	3%	9%
10.	The guidance process at this school is effective in:						
	(a) reaching all students	**33%**	**34%**	**11%**	**9%**	**5%**	**7%**
		12%	35%	14%	23%	12%	4%
	(b) helping students clarify their career goals	**24%**	**43%**	**10%**	**7%**	**7%**	**10%**
		13%	30%	21%	18%	15%	4%
	(c) directing students into appropriate, challenging courses	**29%**	**36%**	**10%**	**9%**	**4%**	**12%**
		15%	28%	18%	22%	14%	4%
	(d) helping students develop individual career plans	**30%**	**32%**	**10%**	**10%**	**6%**	**13%**
		13%	28%	29%	24%	14%	4%
12.	Tech Prep students at the high school have a better technical background than students enrolled in previous vocational education programs.	**10%**	**34%**	**27%**	**3%**	**1%**	**24%**
		28%	35%	16%	7%	3%	11%
16.	I think most vocational/technical teachers have a positive attitude toward Tech Prep.	**22%**	**42%**	**8%**	**4%**	**8%**	**15%**
		41%	27%	14%	6%	3%	10%
19.	My school is a better place for students than it was before Tech Prep.	**7%**	**24%**	**35%**	**5%**	**7%**	**22%**
		30%	22%	27%	9%	3%	10%
22.	The Tech Prep Program is preparing high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a a certified apprenticeship program.	**21%**	**49%**	**18%**	**1%**	**4%**	**8%**
		31%	35%	16%	9%	1%	8%
25.	At my school, time and resources for collaboration between teachers are provided.	**27%**	**29%**	**13%**	**13%**	**17%**	**1%**
		14%	19%	13%	23%	28%	4%

(continued)

Table 9. Survey items which were significantly different between senior and junior high faculty.

		SA	*MA*	*N*	*MD*	*SD*	*DK*
27.	I feel I had an opportunity for input into the design and implementation of Tech Prep.	**2%**	**13%**	**35%**	**14%**	**30%**	**5%**
		11%	21%	39%	8%	15%	6%
28.	I personally feel little commitment to the future of the Tech Prep initiative.	**12%**	**19%**	**30%**	**18%**	**15%**	**7%**
		8%	10%	25%	21%	34%	3%
29.	The leadership team at my school supports Tech Prep.	**23%**	**27%**	**26%**	**4%**	**5%**	**16%**
		52%	29%	8%	5%	0%	6%

* Junior High Teacher Responses are in **Bold**

Number of Junior High Responses = 99
Number of Senior High Responses = 82

SERVE
SouthEastern Regional Vision for Education

Alabama Florida Georgia Mississippi North Carolina South Carolina

P.O. Box 5367, Greensboro, NC 27435 910-334-3211 1-800-755-3277 FAX 910-334-3268

April 25, 1994

Dear Richmond County Schools Faculty Member:

Subject: Richmond County Schools Faculty Questionnaire

The SouthEastern Regional Vision for Education (SERVE) located at the University of North Carolina at Greensboro is under contract with Richmond County Schools to evaluate the Richmond County Tech Prep Program. The purpose of the Richmond County Schools Faculty Questionnaire is to obtain input from faculty to improve the Richmond County Tech Prep Program. Representatives from SERVE have met with the staff of Richmond County Schools for their input on the questionnaire.

Please take a few minutes to complete the questionnaire and return it in the envelope provided by May 11, 1994. Postage is prepaid. All information obtained will be summarized as a group, and individual respondents will not be identified in summaries of the results. The results will be presented to staff of the Richmond County Schools.

If you have any questions, please do not hesitate to call me at 1-800-755-3277. Thank you for taking time to complete this questionnaire.

Sincerely,

Wendy McColskey

Wendy McColskey, Ph.D.
Research Program Manager

Enclosures

RICHMOND COUNTY SCHOOLS FACULTY QUESTIONNAIRE

Background Information

1. Year you began employment with Richmond County Schools: __________
2. Primary subject(s) taught: _____Math _____Science _____English _____History/Social Studies _____Vocational/Technical _____Other (area?) ______________________________
3. Grade level: _____Senior High _____Junior High If Junior High, which school? ______________________

Questions - Reading from left to right, please use the following scale for all items:

SA = Strongly agree MA = Moderately agree N = Neither agree/disagree
MD = Moderately disagree SD = Strongly disagree DK = Don't know

		(Circle one)					
1.	Tech Prep is extremely important to the future of Richmond County.	SA	MA	N	MD	SD	DK
2.	Overall, Tech Prep has had a positive impact on the job preparedness of the youth in Richmond County.	SA	MA	N	MD	SD	DK
3.	Tech Prep has succeeded in improving the academic (math and English) skills of the "middle majority" student.	SA	MA	N	MD	SD	DK
4.	Vocational/technical courses have been improved to reflect "real world" applications and technology needed by students to succeed in the work force.	SA	MA	N	MD	SD	DK
5.	Vocational/technical courses have been upgraded as a result of Tech Prep.	SA	MA	N	MD	SD	DK
6.	Students enrolled in the Tech Prep Program have greater self-esteem and confidence than students previously enrolled in a general or vocational education course of study.	SA	MA	N	MD	SD	DK
	Students are responding positively to the curriculum changes brought about by Tech Prep.	SA	MA	N	MD	SD	DK
8.	Collaboration between academic and vocational teachers is still not where it should be.	SA	MA	N	MD	SD	DK
9.	Tech Prep has positively affected me as a teacher in Richmond County.	SA	MA	N	MD	SD	DK
10.	The guidance process at this school is effective in:						
	(a) reaching all students	SA	MA	N	MD	SD	DK
	(b) helping students clarify their career goals	SA	MA	N	MD	SD	DK
	(c) directing students into appropriate, challenging courses	SA	MA	N	MD	SD	DK
	(d) helping students develop individual career plans	SA	MA	N	MD	SD	DK
11.	The majority of Richmond County students graduate from high school with an adequate understanding of their career options.	SA	MA	N	MD	SD	DK
12.	Tech Prep students at the high school have a better technical background than students enrolled in previous vocational education programs.	SA	MA	N	MD	SD	DK
13.	The Tech Prep Program should prepare high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	SA	MA	N	MD	SD	DK
	I am committed to the goal of improving the academic skills of the "middle majority."	SA	MA	N	MD	SD	DK
15.	I think most academic teachers have a positive attitude toward Tech Prep.	SA	MA	N	MD	SD	DK

(OVER)

16.	I think most vocational/technical teachers have a positive attitude toward Tech Prep.	SA	MA	N	MD	SD	DK
17.	I am committed to whatever changes are needed in my teaching to improve students' academic skills.	SA	MA	N	MD	SD	DK
18.	The publicity and dissemination of the Richmond County Tech Prep Program has been positive for Richmond County Schools.	SA	MA	N	MD	SD	DK
19.	My school is a better place for students than it was before Tech Prep.	SA	MA	N	MD	SD	DK
20.	I feel pressure to pass students even if they cannot do the work.	SA	MA	N	MD	SD	DK
21.	The implementation of Tech Prep has not resulted in lower academic standards.	SA	MA	N	MD	SD	DK
22.	The Tech Prep Program is preparing high school graduates to continue to a two-year associate degree in applied science, a two-year certificate program, or a certified apprenticeship program.	SA	MA	N	MD	SD	DK
23.	There is no more important challenge for Richmond County Schools than improving the academic skills of the "middle majority."	SA	MA	N	MD	SD	DK
24.	At my school, I am encouraged to try new teaching methods.	SA	MA	N	MD	SD	DK
25.	At my school, time and resources for collaboration between teachers are provided.	SA	MA	N	MD	SD	DK
26.	Not enough importance has been placed on teachers' professional development over the last five years.	SA	MA	N	MD	SD	DK
27.	I feel I had an opportunity for input into the design and implementation of Tech Prep.	SA	MA	N	MD	SD	DK
28.	I personally feel little commitment to the future of the Tech Prep initiative.	SA	MA	N	MD	SD	DK
29.	The leadership team at my school supports Tech Prep.	SA	MA	N	MD	SD	DK
30.	More career counseling outside the registration process is needed.	SA	MA	N	MD	SD	DK
31.	The leadership team at my school works hard to get faculty input on changes needed to improve Tech Prep.	SA	MA	N	MD	SD	DK
32.	I am open to making changes in my teaching methods.	SA	MA	N	MD	SD	DK

33. The biggest frustration I have about Tech Prep right now is: ____________________

____

34. List strategies; i.e., instructions, teaching methodologies, etc., you have utilized to facilitate learning for the "middle majority" student.

____

____

35. In order to improve the academic skills of the "middle majority," as a school, we need to: ____________________

____

36. My understanding of the problem the Tech Prep Program is trying to address is: ____________________

____

37. Additional comments: ____________________

____

915A

REPORT 6

RICHMOND COUNTY TECH PREP ASSOCIATE DEGREE PROGRAM

RICHMOND COMMUNITY COLLEGE INSTRUCTOR SURVEY

Introduction

The SouthEastern Regional Vision for Education (SERVE) was contracted by the Richmond County Schools to conduct a third-party evaluation of the Richmond County Tech Prep Associate Degree Program. As part of this evaluation, Richmond Community College instructors were surveyed to learn their perceptions of the program. The survey included questions on: a) purpose and implementation of tech prep, b) perceptions of curriculum and instruction, and c) perceptions of the guidance process.

Methodology

A survey instrument was developed to include closed and opened ended questions. The instrument was reviewed by the evaluation project staff comprised of the Director of the N.C. Tech Prep Leadership Development Center; and Richmond County Schools, Richmond Senior High School, and Richmond Community College administrators. Suggested revisions were incorporated into the final instrument. A copy of the final survey instrument follows this report.

The final survey instrument was given to the Vice President for Instruction at Richmond Community College (RCC) for distribution to all fulltime RCC instructors. The instrument was mailed to 34 fulltime instructors in the winter of 1994. Follow-up visits were made to instructors not returning the survey by the Vice President for Instruction in an effort to solicit their support of the project. Following is an analysis of the results of this survey.

Data Analysis

A summary of responses is presented by each question of the survey instrument. Tables showing the frequency of responses and narrative discussion of these tables are provided when appropriate.

Background Information

Of the 34 fulltime RCC instructors, 24 (70.6%) returned completed surveys. Eleven respondents (45.9%) were employed by RCC prior to the implementation of the tech prep program in Richmond County in 1986. Ten respondents (41.6%) began employment at RCC after the implementation of the program. *Males* and *females* responded to the survey at approximately the same response rate. Three-fourths (75%) of the respondents had education at the *masters* level and/or *above the masters* level.

Of the 34 fulltime instructors at RCC, 23 are *vocational / technical*; the remaining 11 fulltime instructors are academic. The response rate represented approximately 50% of the total number of fulltime instructors in these two categories.

Purpose and Implementation of Tech Prep

Question 1. Please describe what you understand to be the purpose and the main components of the tech prep program.

- Purpose (Respondents = 24). Most respondents thought the primary purpose of the tech prep program was to provide academic and technical preparation for students to enter post-secondary education and successfully complete a program designed to lead to employment in a technical field. Aspects of the program mentioned by respondents included the guidance and focus provided students, reaching students not bound/suited for four-year post-secondary education, and the articulation of courses between the secondary school and the community college. Two respondents did not have a positive understanding of the purpose of the program.

- Main components (Respondents = 16). Ten respondents indicated the curriculum was a main component of the tech prep program. Specific aspects of the curriculum component cited were the upgrading of math, science, English, and technical skill courses and career applicable course content in these subject areas. Evaluation of the performance of students successfully completing the program, guidance, articulation, and strong administrative support were also mentioned as main components of the program.

Question 2. What data or evidence would you look at to judge the success of this program? (Respondents = 22)

- Several measures were cited that would provide evidence of the success of the program. The most often cited measures of success were an increase in the enrollment in the community college and the reduction in the number of students entering developmental studies at the post-secondary level. Other evidence of success mentioned was an increase in the number of students completing community college programs and job entry/performance. Three respondents suggested comparing the success of tech prep students with other students at the community college; one thought end-of-grade test scores could be an indicator of success; one thought the number of high school completers was an indicator of success; and one thought a drop in the unemployment rate would be meaningful.

Question 3. How important do you think this program is to the future of Richmond County?

- Almost two-thirds (62.4%) of the respondents thought the program was *extremely* or *very important* to the future of Richmond County. Four (16.7%) responded *not at all* to the question.

Table 1. Importance of tech prep program to the future of Richmond County.

	Frequency	Percentage
Extremely	8	33.3
Very	7	29.1
Somewhat	3	12.5
Not at all	4	16.7
Unsure	1	4.2
No response	1	4.2

Question 4. In your opinion, has tech prep succeeded in improving the academic (math and English) skills of the middle majority of Richmond County Schools students?

- Over half (58.3%) of the respondents did not think the tech prep program had succeeded in improving the academic skills of the middle majority of students in Richmond County. Respondents cited the increase in the number of students needing developmental studies upon entering the community college and poor student performance in community college coursework as reasons why they did not think the program was succeeding in improving student academic performance. Seven (29.2%) responded *don't know* to the question. Only three (12.5%) responded *yes, definitely* or *yes, somewhat*.

Table 2. Tech prep has improved academic skills of the middle majority of students.

	Frequency	Percentage
Yes, definitely	1	4.2
Yes, somewhat	2	8.3
Not that much	5	20.8
No	9	37.5
Don't know	7	29.2

Question 5. Do you think tech prep has benefitted students?

- Five (20.8%) respondents said the program had not benefitted students; four (16.7%) responded *not that much* to the question. These respondents cited the large number of students needing developmental studies and thought that these students were not prepared for community college coursework. Six (25%) responded *don't know* to this question.

- Four (16.7%) respondents said they thought tech prep had *definitely* benefitted students; three (12.5%) respondents thought tech prep had benefitted students *somewhat*. Reasons cited by these groups of respondents of why they thought tech prep had benefitted students was that it focused students on technical career preparation, more students were staying in high school, and it improved the basic skills and self image of students.

Table 3. Tech prep has benefitted students.

	Frequency	Percentage
Yes, definitely	4	16.7
Yes, somewhat	3	12.5
Not that much	4	16.7
No	5	20.8
Don't know	6	25.0
No response	2	8.3

Question 6. In your opinion, has the tech prep program achieved its goals? If you think more work needs to be done, please indicate the areas that still need improvement.

- Two (8.3%) respondents thought the program had *somewhat* achieved its goals. One respondent thought tech prep had increased coordination between the secondary school and community college. Another respondent said promotion, articulation, and outreach had improved; but the program had not yet achieved its goals.

- Ten respondents (41.6%) did not think the program had achieved its goals significantly. Half (50%) of the respondents answered *don't know* or provided no response to the question.

Table 4. Tech prep has achieved its goals.

	Frequency	Percentage
Yes, definitely	---	---
Yes, somewhat	2	8.3
Not that much	5	20.8
No	5	20.8
Don't know	6	25.0
No response	6	25.0

Perceptions of Curriculum/Instruction

Question 1. If you can, describe a specific example of how tech prep has either positively or negatively affected you personally as an instructor.

- Eight (33.3%) responded to this question. Three of these respondents indicated the program had negatively affected them personally through underprepared students. Two respondents stated they could not answer the question as they "had little knowledge of the program" and "don't know a tech prep student from any other student." One respondent said, "The amount of money compared to the benefits are probably too high. It takes away from other areas that may need the funds." Two nursing instructors felt the program had had a positive affect on them personally.

Question 2. What do you think still needs to be done, if anything, to improve the integration of academic and vocational courses of instruction in the Richmond County Tech Prep Associate Degree Program?

- Nine (37.5%) responded with suggestions for improving the integration of academic and vocational courses of instruction. The majority of respondents thought basic skills needed to be strengthened. One respondent said, "Forget about the vocational aspects, for the most part. Teach students to think and also to read, write, and to do basic math. Then and ONLY THEN will students be able to do community college work and to gain meaningful employment." Another respondent provided a similar comment, "Focus on applied math skills, focus on basic physics concepts, focus on technical writing of reports." "Serious revamping of transitional materials" and "more teacher training/more observable, measurable goals" were ideas also offered.

Perceptions of the Guidance Process

Question 1. In your opinion, how effective has tech prep been in helping students clarify their career goals?

- More than half of the respondents (62.5%) had *no opinion* as to the effectiveness of tech prep helping students clarifying their career goals. Three (12.5%) thought tech prep was *not very effective*; and three (12.5%) said it had been *somewhat effective*.

Table 5. Effectiveness of tech prep in clarifying students' career goals.

	Frequency	Percentage
Very effective	1	4.2
Somewhat effective	3	12.5
Not very effective	3	12.5
No opinion	15	62.5
No response	2	8.3

Question 2. How effective has tech prep been as a high school guidance tool in directing students to more challenging and appropriate courses?

- Almost three fourths (70.8%) of the respondents said they had *no opinion* to this question. Four (16.7%) respondents thought the program was *very effective* or *somewhat effective* as a guidance tool in directing students to more challenging and appropriate courses. One academic instructor said, "It helps technically minded students to see exactly what he or she wants to study. This prevents the students from wasting time in classes that don't fit their career goals."

- Three of those with *no opinion* to both questions regarding the guidance process said they could not determine the efforts of the high school guidance counselors. One respondent offered the following comment: "Students may have been 'guided' to more different courses, but according to high school instructors, those courses have been 'watered down' and they have been mandated to pass the student."

Table 6. Effectiveness of tech prep in directing students to more challenging and appropriate courses.

	Frequency	Percentage
Very effective	3	12.5
Somewhat effective	1	4.2
Not very effective	1	4.2
No opinion	17	70.8
No response	2	8.3

Other comments

Eight (33.3%) respondents offered other comments on the survey. The majority of these comments were negative toward the tech prep program's results as they were experiencing them. One respondent thought Richmond Community College students should have more input into what should be "added or changed" to the program. Several respondents thought the concept of tech prep was good, but did not think it was working:

> I believe in the concept, students must get a better high school education. Academic efforts must be 'beefed up' in the primary grades.
>
> I believe tech prep could be very beneficial, but it does not seem to be working at this point.

Summary and Conclusions

1. The majority of respondents understood the primary purpose of tech prep to be to provide academic and technical preparation for students to enter post-secondary education and successfully complete a program designed to lead to employment in a technical field. Aspects of curriculum were the most often mentioned components of the program followed by evaluation, guidance, articulation, and administrative support.

The most often cited evidence or data of success of the tech prep program would be an increase in enrollment in the community college and the reduction in the number of students entering developmental studies at the post-secondary level. Second to enrollment and remediation was data on community college completers and job entry/performance.

2. Almost two-thirds (62.4%) of the respondents thought the program was *extremely* or *very important* to the future of Richmond County. However, over half (58.3%) of the respondents did not think the program had succeeded in improving the academic skills of the middle majority of students in Richmond County. Reasons given for this perception were the increase in the number of community college students needing developmental studies upon entering the community college and poor student performance in college courses. Over half (58.3%) thought the program had not benefitted students and again cited the need for developmental studies by entering community college students. Forty-two percent said they did not think the program had achieved its goals.

3. A third of the respondents provided examples of how tech prep had affected them personally. Examples were of the need for developmental studies and the lack of basic skills by entering community college students. A little over one-third also responded that the basic skills needed to be strengthened in order to improve the integration of academic and vocational courses of instruction.

4. Almost two-thirds (62.5%) of the respondents had *no opinion* with regard to the effectiveness of tech prep in helping students clarify their career goals. Almost three fourths (70.8%) said they had *no opinion* with regard to whether tech prep was effective in directing students to more challenging and appropriate courses.

NORTH CAROLINA TECH PREP LEADERSHIP DEVELOPMENT CENTER
RICHMOND COMMUNITY COLLEGE INSTRUCTOR SURVEY

In 1986 Richmond County Schools and Richmond Community College began an articulated Tech Prep Associate Degree Program. For several years, the North Carolina Tech Prep Leadership Development Center has been funded by the state to disseminate information about the Richmond County tech prep model to other systems in the state. In 1993 the Center received a grant from the U.S. Department of Education to evaluate and improve the tech prep program in Richmond County and to disseminate information nationwide.

The purpose of the N.C. Tech Prep Leadership Development Center Instructor Survey is to obtain input from Richmond Community College instructors in order to improve the Richmond County Tech Prep Associate Degree Program. Information obtained will be used for the continuous improvement of the educational institutions in Richmond County and will be summarized as a group. No individual respondent will be identified in summaries of the results. Thank you for taking time to complete this survey.

Background Information

1. Year you began employment with Richmond Community College: ___________
2. Gender: _____Male _____Female
3. Education: _____Certificate
   _____Bachelors
   _____Bachelors +
   _____Masters
   _____Masters +
   _____Specialist
   _____Doctorate
4. Primary subject area taught: _____Math
   _____Science
   _____English
   _____History/Social Studies
   _____Vocational/Technical
   _____Other ______________________________

5. _____Full time _____Part time

Purpose and Implementation of Tech Prep

We are interested in your perceptions of the purpose, implementation, and impact of the tech prep program.

1. In the space below, please describe what you understand to be the purpose and the main components of the tech prep program.
   Purpose: ______________________________
   ____
   Main components: ______________________________

2. What data or evidence would you look at to judge the success of this program?
   ____
   ____

3. How important do you think this program is to the future of Richmond County?
   _____Extremely _____Very _____Somewhat _____Not at all

4. In your opinion, has tech prep succeeded in improving the academic (math and English) skills of the middle majority of Richmond County Schools students?
   _____Yes, definitely _____Yes, somewhat _____Not that much _____No _____Don't know
   Why or why not? ______________________________
   ____
   ____

RICHMOND COMMUNITY COLLEGE INSTRUCTOR SURVEY (Continued)

5. Do you think tech prep has benefitted students?

_____Yes, definitely _____Yes, somewhat _____Not that much _____No _____Don't know

Why or why not? ______________________________

6. In your opinion, has the tech prep program achieved its goals?
If you think more work needs to be done, please indicate the areas that still need improvement.

_____Yes, definitely _____Yes, somewhat _____Not that much _____No _____Don't know

Perceptions of Curriculum/Instruction

1. If you can, describe a specific example of how tech prep has either positively or negatively affected you personally as an instructor.

2. What do you think still needs to be done, if anything, to improve the integration of academic and vocational courses of instruction in the Richmond County Tech Prep Associate Degree Program?

Perceptions of the Guidance Process

1. In your opinion, how effective has tech prep been in helping students clarify their career goals?

_____Very effective _____Somewhat effective _____Not very effective _____No opinion

2. How effective has tech prep been as a high school guidance tool in directing students to more challenging and appropriate courses?

_____Very effective _____Somewhat effective _____Not very effective _____No opinion

Why or why not? ______________________________

Other comments

REPORT 7

RICHMOND COUNTY TECH PREP ASSOCIATE DEGREE PROGRAM

RICHMOND COUNTY EMPLOYER SURVEY

Introduction

The SouthEastern Regional Vision for Education (SERVE) was contracted to conduct a third-party evaluation of the Richmond County Tech Prep Associate Degree Program and the dissemination efforts of the North Carolina Tech Prep Leadership Development Center. As part of the third-party evaluation, a survey of Richmond County employers was conducted in the Fall of 1993. The purpose of this survey was to learn their perceptions of tech prep in Richmond County.

Methodology

A survey instrument was developed to include closed and open-ended questions. The instrument was reviewed by the evaluation advisory committee comprised of the Director of the N.C. Tech Prep Leadership Development Center; and Richmond County Schools, Richmond Senior High School, and Richmond Community College administrators.

The survey instrument with a cover letter explaining its purpose was piloted with the Richmond County Schools Vocational Technical Advisory Council at the fall 1993 meeting. The cover letter was signed by the Superintendent of Richmond County Schools, the President of Richmond Community College, and the Director of the N.C. Tech Prep Leadership Development Center. Survey instruments were mailed to council members not present at the fall meeting. Instruments were returned from 11 of 15 council members for analysis. Suggested revisions were incorporated into the final instrument. A copy of the survey instrument follows this report.

The survey instrument was distributed to 350 Richmond County employers by the N.C. Tech Prep Leadership Center. The listing of 350 Richmond County employers was provided by the Richmond County Chamber of Commerce. A cover letter signed by the Superintendent of Richmond County Schools, the President of Richmond Community College, and the Director of the N.C. Tech Prep Leadership Development Center accompanied the instrument. Follow up telephone calls and reminder letters were used to prompt those employers not responding two weeks after the requested return date on the survey.

Data Analysis

Of the 350 surveys mailed, 144 (41%) instruments were returned from Richmond County employers. A summary of responses is presented by each question on the survey instrument. Tables showing the frequency of responses and narrative discussion of these tables are provided when appropriate.

Respondent Information

Question 1. Please indicate the type and specific nature of your business/ organization in the space provided. (Standard Industrial Classification)

- All Standard Industrial Classification (SIC) categories were represented in the responses received. The greatest number of employers responding were in the *services* (31%), *retail trade* (24%), *manufacturing* (11%), and *finance / insurance / real estate* (11%) categories. Thirty-one employers reported their businesses/ organizations as *other*; these respondents were coded based on the descriptions provided by the employers.

Table 1. Specific nature of business/organization. (N = 144)

Type	Frequency	Percentage (%)
Agriculture/Forestry/Fishing	4	3
Mining	1	1
Construction	7	5
Manufacturing	16	11
Transportation/communications/ electric/gas/sanitary services	10	7
Wholesale Trade	6	4
Retail Trade	34	24
Finance/insurance/real estate	16	11
Services	45	31
Public Administration	5	3
Other	---	---

Question 2. How long has your business/organization been in Richmond County?

- Most (83%) of the businesses/organizations responding had been in business in Richmond County five years or longer. More than one-third (36%) of the respondents reported having been in business in Richmond County 30 years or more.

Table 2. Length of time business/organization has been in Richmond County. (N = 144)

Length	Frequency	Percentage (%)
Less than 5 years	25	17
5 - 9 years	19	13
10 - 19 years	28	20
20 - 29 years	20	14
30 years or more	52	36

Question 3. How many total employees are employed in your Richmond County business/organization?

- Small employers with less than 25 employees (67%) represented the majority of respondents. Only 17% of employers said their workforce totaled over 50 employees.

Table 3. Total employees in Richmond County facilities. (N = 144)

Number of Employees	Frequency	Percentage (%)
Less than 25	96	67
25 - 50	22	15
51 - 100	8	5
101 - 250	8	5
251 - 500	4	3
501 - 1,000	4	3
Over 1,000	1	1
No response	1	1

Question 4. Approximately what percentage of the positions in your business/organization require: less than high school, high school, trade/business, community college, four-year college, or graduate education. (Does not have to equal 100%.)

- Of the employers responding, relatively few indicated having a majority (over 50%) of positions which require postsecondary education. By contrast, 58 of the 144 respondents indicated that over 75% of their positions require a high school education, perhaps reflecting the heavy representation of businesses classified as service related.

Table 4. Education required by positions within business/organization.

	Frequencies (by percent of positions within business/organization)			
Education Level	0-25%	26-50%	51-75%	76-100%
Less than HS	51	8	4	2
High School	20	22	27	58
Trade/Business	33	13	8	11
Community College	38	21	3	6
Four-year College	48	10	6	6
Graduate Education	41	6	0	5

Question 5. Approximately how many new employees has your business/organization hired within the last two years?

- Almost three-fourths (71%) of the respondents said they had hired 0-10 new employees within the last two years. Ten percent reported hiring between 11-25 new employees over this time, and only 7% reported hiring over 75 new employees.

Table 5. New hires within the last two years. (N = 144)

Number of Employees Hired	Frequency	Percentage (%)
0 - 10	103	71
11 - 25	14	10
26 - 50	9	6
51 - 75	4	3
76 - 100	2	1
Over 100	8	6
No response	4	3

Question 6. Approximately what percentage of your new employees within the last two years were a result of: replacement/attrition, expansion/new positions?

- One hundred and fourteen employers indicated new employees due to replacement. Of these, 62 employers indicated that over half of the new employees were replacements. Eighty-one employers indicated new employees due to expansion. Of these, a majority (46) indicated that less than 26% of their new employees were due to expansion.

Table 6. Reason for hiring new employees.

Reason for Hiring New Employees	Frequencies			
	0-25%	*26-50%*	*51-75%*	*76-100%*
Replacement/attrition	37	15	21	41
Expansion/new positions	46	13	4	18

Question 7. Do you foresee an increase or decrease in the size of your employment in the next five years?

- Most respondents said their employment would be steady (39%) or increasing (40%) over the next five years. Only 6% of the employers said they expected a decrease in employment for their businesses/organizations.

Table 7. Projected size of workforce in the next five years. (N = 144)

Size of Future Workforce	Frequency	Percentage (%)
Increase	57	40
Decrease	8	6
No change	56	39
Don't Know	23	16

Awareness/Perceived Importance of Tech Prep

Question 1. Are you familiar with the Richmond County Tech Prep Associate Degree Program?

- Almost three-fourths of the respondents (74%) were familiar with the Richmond County Tech Prep Associate Degree Program. Respondents said they had learned about the program through newspapers (22%), brochures/pamphlets (19%), word-of-mouth (19%), civic organizations/business contacts (18%), or by having served on an advisory council or as a school board member (11%). Comments were made regarding the quality of the program, purpose, and how successful tech prep was in Richmond County.

- Of the 38 employers indicating they were not familiar with the Richmond County Tech Prep Program, 19 (50%) said they would like more information about the program.

Table 8a. Knowledge of the Richmond County Tech Prep Associate Degree Program. (N = 144)

Response	Frequency	Percentage (%)
Yes	106	74
No	38	26

Table 8b. How employers learned of program.

Means	Frequency	Percentage(%)*
Newspapers	61	22
Brochures/Pamphlets	54	19
Word-of-mouth	52	19
Billboards	20	7
Civic Organizations/ business contacts	51	18
Advisory Council/School Board Member	30	11
Other	11	4

* Multiple responses were allowed

Table 8c. What respondents know of program. (N = 53)

What have you heard?	Frequency	Percentage(%)*
It is a good program	27	51
What it does/it's purpose	18	34
It is successful	5	9
Familiar with all aspects	3	6

* Multiple responses were allowed

Question 2. Have you or someone from your organization been involved in the Richmond County Tech Prep Associate Degree Program? (For example: serving on an advisory committee, curriculum development, promotion of the program within your business/organization, etc.)

- Twenty-two respondents said they had been involved in the tech prep program in Richmond County. These employers said they had served on advisory committees, worked with the promotion of the program, or had been involved in other capacities.

Table 9a. Employer involvement in Richmond County Tech Prep Associate Degree Program. (N = 144)

Response	Frequency	Percentage (%)
Yes	22	15
No	102	71
Don't Know	18	13
No response	2	1

- A look at respondents who said they had been involved with tech prep by size of their organization showed involvement by large and small employers.

Table 9b. Employers involved with tech prep by size of organization. (N = 22)

	Employers	
Number of Employees	Frequency	Percentage (%)
Less than 25	11	50
25 - 50	2	9
51 - 100	---	---
101 - 250	3	14
251 - 500	2	9
501 - 1,000	3	14
Over 1,000	1	4

Question 3. Do you think there has been sufficient involvement of business and industry in the Richmond County Tech Prep Associate Degree Program?

- A little less than one-third (28%) of the respondents indicated there had been sufficient involvement of business and industry. Almost two-thirds (64%) of the employers responded *don't know*. Six percent of the respondents did not think there had sufficient involvement of business and industry, and seven offered comments. These respondents thought there should be: a) more involvement of business, b) greater participation by small businesses, c) increased emphasis on educating the business community and encouraging involvement from employers, and d) internships with business/organizations through the tech prep program.

Table 10. Perception of involvement of business and industry in the Tech Prep Program. (N = 144)

Response	Frequency	Percentage (%)
Yes, very much	15	11
Yes, somewhat	25	17
No	9	6
Don't Know	92	64
No response	3	2

Question 4. Do you think the Richmond County Tech Prep Associate Degree Program is helping to meet the workforce preparedness requirements of the employers in Richmond County?

- More than half (52%) of the respondents answered *don't know*. Sixty-four (45%) of the employers thought the program was helping to meet workforce preparedness needs. Only three respondents answered negatively.

Table 11. Program meeting workforce requirements of Richmond County. (N = 144)

Response	Frequency	Percentage (%)
Yes, very much	33	23
Yes, somewhat	31	22
No	3	2
Don't Know	75	52
No response	2	1

Needs Assessment

Question 1. Are you able to recruit employees from Richmond County with the education and training needed to perform the jobs in your business/organization?

- Fifty-one employers (35%) checked *most of the time*; 7 checked *some of the time*. Twenty-eight (20%) employers indicated they *seldom* could recruit employees with the needed education and training. Of those who indicated a problem with recruiting, specific reasons offered were that: a) positions in their business/organization required a four-year or graduate degree; b) employees had to be trained for specific jobs; or c) most applicants lacked the basic or technical skills necessary for their particular positions.

Table 12. Ability to recruit from Richmond County. (N = 144)

Response	Frequency	Percentage (%)
Most of the time	51	35
Some of the time	7	5
Seldom	28	20
No response	58	40

Question 2. Do you think there is a lack of skilled technical employees in Richmond County?

- Sixty-four (44%) respondents answered *yes* to this question. Fifty-five employers (38%) responded with *don't know*. Seventeen felt there was not a lack of skilled technical employees.

Table 13. Perception of availability of skilled technical employees in Richmond County. (N = 144)

Response	Frequency	Percentage (%)
Yes	64	44
No	17	12
Don't Know	55	38
No response	8	6

Question 3. For each of the occupational groups listed, indicate any educational skill deficiencies that you have noticed in employees of your business/organization and that you believe schools should address: unskilled labor, semi-skilled, service/sales, clerical, professionals/paraprofessionals, skilled technicians, supervisory/ management.

- Employers most often noted skill deficiencies in the unskilled and semi-skilled labor occupational groups. That is, 52 employers felt that unskilled labor had deficiencies in *basic skills*. Fifty-four employers thought semi-skilled workers needed *thinking skills*; and 40 employers thought unskilled workers needed *thinking skills*. Across occupational groups, deficiencies were noted in all four areas; but *thinking skills* and *personal qualities* were most often checked.

Table 14. Skill deficiencies by occupational group.

	Frequencies of Employers Responding			
Occupational Group	Basic Skills	Thinking Skills	Personal Qualities	Technical Skills
Unskilled Labor	52	40	33	25
Semi-skilled	22	54	29	22
Service/Sales	18	31	27	14
Clerical	16	36	25	17
Professionals/ Paraprofessionals	5	19	18	10
Skilled Technicians	9	19	19	25
Supervisory/ Management	10	36	31	19
Total	**132**	**235**	**182**	**132**

Question 4. To your knowledge, has your business/organization hired any graduates of Richmond Community College or other community college who have been through the Tech Prep Associate Degree Program?

- More than half (68%) of the employers did not think their business/ organization had hired a Richmond Community College or other community college tech prep graduate. Of the fourteen (14) employers indicating they had hired a tech prep graduate, eight (8) employers represented the service industry. Manufacturing employers had hired two (2) graduates; and retail, construction, finance, and public administration each said they had hired one (1) graduate.

Table 15. Businesses/organizations hiring tech prep graduates. (N = 144)

Response	Frequency	Percentage (%)
Yes	14	10
No	98	68
Don't Know	29	20
No response	3	2

- Of the 14 employers saying they had hired a tech prep graduate, 13 employers said they had been satisfied with the skills of these graduates; one stated they had been satisfied *some of the time* with the skill level of these graduates.

Question 5. To your knowledge, has your business/organization hired any Richmond Senior High School graduates within the last two years?

- Seventy-eight (54%) of the employers said they had hired graduates of Richmond Senior High School within the last two years. Of these 78, most were employers in the wholesale trade and manufacturing industry groups.

Table 16a. Businesses/organizations hiring Richmond Senior High School graduates. (N = 144)

Response	Frequency	Percentage (%)
Yes	78	54
No	60	42
Don't Know	3	2
No response	3	2

* Of those 78 employers hiring RSHS graduates, 48 indicated they had been satisfied with the skills of these students *most of the time*; 24 were satisfied *some of the time*.

Table 16b. Employer satisfaction with skills of RSHS graduates. (N = 78)

Response	Frequency	Percentage (%)
Most of the time	48	61.5
Some of the time	24	31.0
Seldom	2	2.5
Don't Know	2	2.5
No response	2	2.5

Summary and Conclusions

Respondent Information

1. Of the Richmond County employers responding, the greatest response was received from service providers. This group included employers providing lodging, personal, business, auto repair, miscellaneous repair, health, legal, educational, social services, and engineering and management services. Retail trade businesses were the second largest response group followed by the manufacturing and finance/ insurance/real estate categories.

2. Most employers had been in business in Richmond County more than five years; over a third had been established for 30 or more years.

3. Over two-thirds of the respondents had workforces of less than 25 employees.

4. The majority of employers said a high school education was necessary for positions in their organizations/businesses.

5. During the last two years, almost three-fourths of the employers responding had hired between zero and ten employees. Two employers had hired between 76-100, and eight employers had hired over 100 employees each. Most employers thought their workforce would be steady or increasing over the next five years.

Awareness/Perceived Importance

6. Almost three-fourths of the respondents indicated awareness of the Richmond County Tech Prep Associate Degree Program. Thus, the tech prep leadership has been successful at creating an awareness of the program. Employers mentioned learning of the program through newspapers, brochures/pamphlets, word-of-mouth, and civic organizations/business contacts.

7. Twenty-two of the 144 respondents, both from large and small organizations, indicated some involvement with the tech prep program.

8. Sixty-four thought that tech prep was helping to meet the workforce preparedness requirements of the employers in Richmond County. Three thought tech prep was not helping. The remainder *didn't know*.

Needs Assessment

9. Fifty-eight of the 144 respondents felt they could recruit employees from Richmond County with the education and training needed. Twenty-eight (20%) indicated they could *seldom* recruit from Richmond County. Sixty-four (44%) employers thought there continued to be a lack of skilled technical workers in Richmond County. Others perceived no lack of skilled technical workers (12%) or *didn't know* (38%).

10. When asked about specific skill deficiencies employers had noted in workers, *basic skills* in unskilled labor, and *thinking skills* in semi-skilled workers were most frequently noted. Over all occupational groups, *thinking skills* were most deficient.

11. Only 10% of the employers responding said they were aware of hiring graduates of a tech prep program. Those that had hired these graduates said they were *very satisfied* with the skill level of these employees.

12. Seventy-eight (54%) of the employers were aware of hiring graduates of Richmond Senior High School within the last two years. Only 2 of the 78 indicated that they were *seldom* satisfied with these graduates.

Recommendations

1. Most employers indicated their workforces would be steady or increasing over the next five years. Efforts should be made to determine the areas of employment that will be steady or growing in Richmond County and the surrounding areas to better prepare students for entry into viable occupations in the community.

2. Only 10% of the employers responding knew if they had hired tech prep graduates. Job placement efforts for tech prep graduates should be followed to determine if tech prep graduates are entering the workforce and with skills necessary for successful employment.

3. Employers did not know if the tech prep program was meeting workforce preparedness requirements. Many also thought there continued to be a lack of skilled technical workers in Richmond County. Efforts should continue to seek input from business and industry on their workforce skill requirements to continue working toward meeting the workforce preparedness needs of business and industry.

EMPLOYER SURVEY
NORTH CAROLINA LEADERSHIP DEVELOPMENT CENTER

The purpose of the N.C. Leadership Development Center employer survey is to obtain current information concerning the educational and training needs of the community from the point of view of business and industry representatives, governmental agencies, and not-for-profit agencies and organizations. Information obtained from this survey will be used for the continuous improvement of the educational institutions in Richmond County.

Thank you for taking time to complete this survey. Please return the survey by in the self-addressed, stamped envelope provided. The completed survey will be summarized as a group; no individual respondent will be identified in summaries of the results.

Respondent Information

Name ______________________________
Title ______________________________
Business/Organization ______________________________
Address ______________________________
______________________________ Telephone ______________

1. Please indicate the type and specific nature of your business/organization in the space provided. (Standard Industrial Classification)
   - _____ Agriculture/forestry/fishing
   - _____ Mining
   - _____ Construction
   - _____ Manufacturing
   - _____ Transportation/communications/electric/gas/sanitary services
   - _____ Wholesale Trade
   - _____ Retail Trade
   - _____ Finance/insurance/real estate
   - _____ Services
   - _____ Public administration
   - _____ Other

   Specific nature of business/organization: ______________________________

2. How long has your business/organization been in Richmond County?
   - _____ Less than 5 years
   - _____ 5-9 years
   - _____ 10-19 years
   - _____ 20-29 years
   - _____ 30 years+

3. How many total employees are employed in your Richmond County business/organization?
   - _____ Less than 25
   - _____ 25-50
   - _____ 51-100
   - _____ 101-250
   - _____ 251-500
   - _____ 501-1,000
   - _____ Over 1,000

4. Approximately what percentage of the positions in your business/organization require: (Does not have to equal 100%.)

	0-25%	26-50%	51-75%	76-100%
Less than high school diploma	_____	_____	_____	_____
High school diploma	_____	_____	_____	_____
Trade/business sch. diploma	_____	_____	_____	_____
Community college degree	_____	_____	_____	_____
Four-year college degree	_____	_____	_____	_____
Graduate education/degree	_____	_____	_____	_____

5. Approximately how many new employees has your business/organization hired within the last two years?

_____ 0 - 10
_____ 11 - 25
_____ 26 - 50
_____ 51 - 75
_____ 76 - 100
_____ over 100

6. Approximately what percentage of your new employees within the last two years were a result of:

	0-25%	26-50%	51-75%	76-100%
Replacement/attrition	_____	_____	_____	_____
Expansion/new positions	_____	_____	_____	_____

7. Do you foresee an increase or decrease the size of your employment in the next five years?

_____ INCREASE _____ DECREASE _____ NO CHANGE _____ DON'T KNOW

Awareness/Perceived Importance

1. Are you familiar with the Richmond County Tech Prep Associate Degree Program?
_____ YES _____ NO

If YES -
1a. How did you hear about it?
_____ Newspapers
_____ Brochures/pamphlets
_____ Word-of-mouth
_____ Billboards
_____ Civic organizations/business contacts
_____ Advisory council/school board member
_____ Other ____

1b. What have you heard? ____
____

If NO -
1c. Would you like more information about the Richmond County Tech Prep Associate Degree Program?
_____ YES _____ NO

2. Have you or someone from your organization been involved in the Richmond County Tech Prep Associate Degree Program? (For example: serving on an advisory committee, curriculum development, promotion of the program within your business/organization, etc.)
_____ YES _____ NO _____ DON'T KNOW

In what capacity? ____

3. Do you think there has been sufficient involvement of business and industry in the Richmond County Tech Prep Associate Degree Program?
_____ YES, VERY MUCH _____ YES, SOMEWHAT _____ NO _____ DON'T KNOW

Comments: ____

4. Do you think the Richmond County Tech Prep Associate Degree Program is helping to meet the workforce preparedness requirements of the employers in Richmond County?
_____ YES, VERY MUCH _____ YES, SOMEWHAT _____ NO _____ DON'T KNOW

Needs Assessment

1. Are you able to recruit employees from Richmond County with the education and training needed to perform the jobs in your business/organization?
_____ MOST OF THE TIME _____ SOME OF THE TIME _____ SELDOM _____ DON'T KNOW

If SELDOM - Please provide some specific instances of the inability to recruit locally.

____

____

2. Do you think there is a lack of skilled technical employees in Richmond County?
_____ YES _____ NO _____ DON'T KNOW

3. For each of the occupational groups listed, indicate any educational skill deficiencies that you have noticed in employees of your business/organization and that you believe schools should address. (Categories are defined below.)

Basic skills: reading, writing, mathematics, listening, speaking
Thinking skills: creative thinking, decision making, problem solving, knowing how to learn, reasoning
Personal qualities: responsibility, self-esteem, self-management, integrity, honesty, working on teams, leading, negotiating
Technical skills: ability to work with a variety of technologies

	Basic Skills	Thinking Skills	Personal Qualities	Technical Skills
Unskilled labor	_____	_____	_____	_____
Semi-skilled	_____	_____	_____	_____
Service/sales	_____	_____	_____	_____
Clerical	_____	_____	_____	_____
Professionals/ Paraprofessionals	_____	_____	_____	_____
Skilled technicians	_____	_____	_____	_____
Supervisory/Management	_____	_____	_____	_____

4. To your knowledge, has your business/organization hired any graduates of Richmond Community College or other community college who have been through the Tech Prep Associate Degree Program?
_____ YES _____ NO _____ DON'T KNOW

If YES - Have you been satisfied with the skills of these students?

_____ MOST OF THE TIME _____ SOME OF THE TIME _____ SELDOM _____ DON'T KNOW

Why or why not? ____

5. To your knowledge, has your business/organization hired any Richmond Senior High School graduates within the last two years?
_____ YES _____ NO _____ DON'T KNOW

If YES - Have you been satisfied with the skills of these students?

_____ MOST OF THE TIME _____ SOME OF THE TIME _____ SELDOM ____ DON'T KNOW

Why or why not? ____

REPORT 8

RICHMOND COUNTY TECH PREP ASSOCIATE DEGREE PROGRAM

SURVEY OF TECH PREP ORIENTATION PROGRAM ATTENDEES

Introduction

The North Carolina Tech Prep Leadership Development Center assists school districts in developing and implementing tech prep programs. The Center provides a variety of services that include:

1. A central source of tech prep leadership assistance in North Carolina.
2. Regional, state, and local tech prep orientation and leadership training sessions at minimal or no cost.
3. Direct technical assistance to local education agencies (public schools and community colleges) engaged in tech prep planning and implementation.
4. Consultant assistance to local education agencies in designing mathematics programs which incorporate more applications of concepts and provide an appropriate sequence to insure preparation for postsecondary programs.
5. Orientation sessions for business, civic, and governmental groups.
6. Involvement in public policy development to assure the long-term continuation of tech prep and collaboration with other agencies to affect national tech prep policy development.
7. Out-of-state contractual consultant assistance.
8. Videotapes and printed materials on the following topics: (a) the tech prep model; (b) the tech prep student recruitment process; and (c) a brochure, "The Future is Now," which speaks to school staff about the need for and impact of tech prep.

Since 1989, systems in North Carolina and across the nation have become aware of the Richmond County Tech Prep initiative. A one-day orientation session on the Richmond County Tech Prep initiative is offered to accommodate requests to visit Richmond County. Over 6,000 visitors have attended these on-site orientation sessions held monthly on the Richmond Senior High School campus. Following is a sample agenda of the on-site orientation:

Richmond County Tech Prep Associate Degree Program
Sample On-Site Tech Prep Orientation Agenda

8:45 - 10:15	**Reception - Richmond Senior High School Media Center** Presiding - Director, N. C. Tech Prep Leadership Development Center
	Welcome Principal, Richmond Senior High School (RSHS) Business/Industry Representative President, Richmond Community College
	Overview of Day's Schedule and Tech Prep Defined Director, N. C. Tech Prep Leadership Development Center
	Why Tech Prep? - Secondary Perspective Superintendent, Richmond County Schools
	Moving Students into Tech Prep at the Junior High Richmond County Junior High School Principal
	Tech Prep at RSHS Principal, RSHS
10:20 - 11:30	**Classroom Visitation/Tour**
11:30 - 12:30	**Lunch**
12:30 - 2:00	**Implementing Tech Prep** Director, N. C. Tech Prep Leadership Development Center Richmond Community College Representative Math Consultant Science Consultant Vocational Education Director, Richmond County Schools
	Questions/Answers

Methodology

The SouthEastern Region Vision for Education (SERVE) is under contract with Richmond County Schools to evaluate the Richmond County Tech Prep Associate Degree Program and the dissemination efforts of the North Carolina Tech Prep Leadership Development Center. As part of this evaluation process, a sample of on-site visitors was contacted to learn their opinion of the on-site visitation and the status of tech prep in their systems. Approximately 650 teachers, counselors, principals, assistant principals, school superintendents, and other public school and community college administrative staff attended orientation sessions held from January through May 1993. Attendees represented many school systems across the United States. A random sample of 50 attendees was taken from listings of attendees provided by the North Carolina Tech Prep Leadership Development Center. The sample included: 10 principals/assistant principals, 10 superintendents/assistant superintendents/community college administrative staff, 15 public school teachers/community college instructors, and 15 secondary/community college guidance counselors. A pilot sample of six attendees to include representatives from the four major groups was also selected.

A telephone survey instrument was developed to address the questions of the study. The major questions focused on the following: (a) respondent's current involvement in tech prep; (b) the helpfulness of the Richmond County Tech Prep Orientation; (c) interest in purchasing a comprehensive manual on tech prep; (d) suggestions for improvement of the orientation; and (e) issues and problems in planning, implementing, or evaluating a tech prep program specific to the respondent's individual system. A letter was mailed mid-September 1993 to the pilot and final sample indicating they would be contacted by telephone and asking for cooperation in this study. The pilot sample was contacted by telephone in mid-September 1993. The telephone survey instrument was revised based on responses from the pilot sample. In late September and early October 1993, the final sample of 50 attendees was contacted by telephone.

Of the 50 attendees selected for the final sample, 48 interviews were conducted. Two respondents were unavailable; one had moved out of the system with no forwarding address, and the other respondent was in the hospital. The average telephone interview time was as follows: (a) principals/assistant principals - 17.9 minutes, (b) superintendents/assistant superintendents/community college administrative staff - 16.7 minutes, (c) public school teachers/community college instructors - 14 minutes, and (d) secondary/community college guidance counselors - 15 minutes. On-site visitors contacted by telephone represented the following locations:

State	Interviews Completed
North Carolina	15
West Virginia	8
Mississippi	5
Georgia	4
Virginia	4
Kentucky	3
Florida	2
Louisiana	2
California	1
Minnesota	1
New Hampshire	1
New York	1
South Carolina	1
Total contacts	48

Data Analysis

A summary of responses is presented by each question of the survey instrument. Tables are provided with number/frequency of responses and narrative discussion when appropriate. The following codes presented in the tables identify respondents by category:

(S) = superintendents/assistantsuperintendents/communitycollegeadministrative staff
(P) = principals/assistant principals
(T) = public school teachers/community college instructors
(C) = secondary/community college guidance counselors

Question 1. Have you attended the Tech Prep Orientation sponsored by the North Carolina Tech Prep Leadership Development Center, Richmond County, N.C.?

All 48 respondents said they had attended the orientation during January through May 1993.

a. How did you learn of the orientation?

Respondents learned of the orientation from the following sources: local vocational education directors, tech prep coordinators, the central school office, university and community college administration, and tech prep consortiums/ committees.

Table 1. How on-site visitors learned of Richmond County tech prep orientation.

	Respondents					
Method Learned of Orientation	(S)	(P)	(T)	(C)	Total	Percent
Central Office	1	1	5	3	10	21
Tech Prep Coordinator	2	2	1	3	8	17
Vocational Education Director		3	2	3	8	17
Tech Prep Consortium	2	1		1	4	8
National Tech Prep Conference	2	1			3	6
Tech Prep Steering Committee	1	1			2	4
Other: Community college/university contact; school administration; guidance counselor; vocational department; state publicity	2	1	6	4	13	27
Total	10	10	14	14	48	100

b. What did you hope to gain from attending?

Several respondents had more than one reason for attending the orientation. The primary reasons for attending were to see the program and gain an overview. Other reasons cited were to observe changes made to the curriculum because of tech prep, the physical aspects of the program, and linkages with the community college. Several respondents "hoped to influence others" and "gain new ideas."

Table 2. What attendees hoped to gain from orientation.

	Respondents				
	(S)	(P)	(T)	(C)	Total*
Overview of program/ see program in action	6	6	7	11	30
Observe changes in curriculum	2	1	4	4	11
Linkages with community college	2	2		2	6
Hoping to influence others	3	1		2	6
Gain new ideas		2	3	1	6
Physical aspects (facilities and equipment)	1	1			2

*Some respondents indicated more than one purpose for attending.

Question 2. At this point in time, how would you characterize your system's involvement with tech prep?

Most respondents said their system was either implementing/pilot (23%) or implementing some components (54%) in the development of tech prep. Those responding they were in the implementing/pilot or implementing some components stages, had initiated some of the following activities to varying degrees: registering students (4), articulation of courses (6), curriculum/program changes (14), and implementing tech prep in pilot schools within the system (7). Three (6%) respondents said their system had fully implemented a tech prep program; three (6%) respondents were in the discussion/researching stage; and five (11%) were in the planning stage.

Table 3. System's involvement with tech prep.

	Respondents					
	(S)	(P)	(T)	(C)	Total	Percent
Discussion/Researching	1		1	1	3	6
Planning		1	3	1	5	11
Implementing/Pilot	2	4	1	4	11	23
Implementing some components	7	4	8	7	26	54
Fully implemented		1	1	1	3	6
Total	10	10	14	14	48	100

Question 3. Was your system's implementation of a tech prep program initiated PRIOR TO, IN THE PROCESS, or AFTER your visit to Richmond County?

Most respondents said their system had implemented tech prep PRIOR TO (40%) or was IN THE PROCESS (47.5%) when they visited Richmond County. Five respondents (12.5%) said their systems had implemented a tech prep program AFTER their visit to Richmond County. Eight respondents said their systems were still in the Discussion/Researching or Planning stage and had not implemented tech prep.

Table 4. Status of tech prep when respondent visited Richmond County.

	Respondents					
	(S)	(P)	(T)	(C)	Total	Percent
PRIOR TO	3	4	5	4	16	40
IN PROCESS	5	5	5	4	19	47.5
AFTER	1	---	---	4	5	12.5
Total	9	9	10	12	40*	100

*8 in Discussion/Researching or Planning stage and did not answer Question 3.

If AFTER/IN THE PROCESS - Did information obtained at the Tech Prep Orientation contribute to the above decision?

Of those responding their system implemented tech prep AFTER or was IN THE PROCESS of implementing when they visited Richmond County, 46% said the information obtained at the orientation was influential in their decision. Specific components of the orientation respondents found helpful were: the visit to the school, enthusiasm and commitment of staff, presentations made at the orientation, and talking to staff and students. Five respondents (21%) said the orientation had very little or no impact on the decision to implement tech prep as their systems were committed before their visit to Richmond County.

Table 5. Influence of Tech Prep Orientation on development or implementation of tech prep in attendee's system.

	Respondents					
	(S)	(P)	(T)	(C)	Total	Percent
Yes, very much	4	5	1	1	11	46
Yes, somewhat	1	---	1	4	6	25
No, very little	---	---	1	2	3	13
No, not at all	---	---	2	---	2	8
Not applicable/no response	1	---	---	1	2	8
Total	6	5	5	8	24*	100

*8 in Discussion/Researching or Planning stage; 16 respondents indicated system had developed or implemented tech prep prior to visit.

Question 4. Did the orientation help you in developing, implementing, or improving the following components of your system's tech prep program?

a. The overall tech prep model and components?

Of the 40 respondents indicating their system was developing, implementing, or improving their tech prep program, 20 (50%) thought the orientation was somewhat helpful with regard to their overall tech prep model and components. Fourteen respondents (35%) thought the orientation was very helpful. Three respondents did not think there was adaptability of the Richmond County model to their system due to the size and economic differences between Richmond County and their system.

Table 6. Orientation helpful in developing, implementing, or improving tech prep model and components?

Respondents N = 40	YES Very much	YES Somewhat	NO	DON'T KNOW
(S)	4	5	---	---
(P)	4	5	---	---
(T)	3	2	1	4
(C)	3	8	---	1
Total/ Frequency	14 (35%)	20 (50%)	1 (2.5%)	5 (12.5%)

b. A curriculum articulation process?

Over 80% of the respondents said the orientation was helpful in the curriculum articulation process. Many respondents indicated their systems were working with community colleges and two/four-year universities to articulate secondary school courses with postsecondary institutions and thought seeing the structure in Richmond County was beneficial. One respondent did not think they had seen evidence of "true" articulation in Richmond County.

Table 7. Orientation helpful in developing, implementing, or improving a curriculum articulation process?

Respondents N = 40	YES Very much	YES Somewhat	NO	DON'T KNOW
(S)	1	7	1	---
(P)	5	2	1	1
(T)	4	4	---	2
(C)	4	6	1	1
Total	14 (35%)	19 (47.5%)	3 (7.5%)	4 (10%)

c. A staff development plan?

Of those respondents indicating their systems had begun a tech prep program, 65% said the orientation was helpful in developing, implementing, or improving their staff development plan. The orientation provided an opportunity to see what Richmond County had done in staff development and what "needed to be done." One respondent said staff development related to tech prep had been proposed for their system, but the staff tended to select "passive" staff development activities. Several respondents, however, did not think there had been adequate discussion on staff development at the orientation.

Table 8. Orientation helpful in developing, implementing, or improving a staff development plan?

Respondent N = 40	YES Very much	YES Somewhat	NO	DON'T KNOW
(S)	3	4	1	1
(P)	1	4	3	1
(T)	1	3	4	2
(C)	3	7	2	---
Total	8 (20%)	18 (45%)	10 (25%)	4 (10%)

d. A marketing plan?

Most respondents thought the orientation provided "good ideas" and emphasized the need for marketing tech prep to students, parents, and the community. One respondent was impressed with "the idea of marketing to middle school students." Of those indicating the orientation did not benefit them with regard to marketing (15%), economic differences between communities were cited as reasons for difficulty in marketing; i.e., "very little industry in my area," "have trouble selling students, could only say this will be helpful to you if you go to college/technical school."

Table 9. Orientation helpful in developing, implementing, or improving a marketing plan?

Respondent N = 40	YES Very much	YES Somewhat	NO	DON'T KNOW
(S)	3	6	---	---
(P)	3	4	1	1
(T)	2	4	3	1
(C)	3	6	2	1
Total	11 (27.5%)	20 (50%)	6 (15%)	3 (7.5%)

e. Career guidance activities for students?

Seven respondents (17.5%) thought the orientation was very helpful in providing information regarding career guidance activities for students; sixteen (40%) respondents thought the orientation was somewhat helpful. Several respondents had positive comments about career guidance at the middle school and lower grades and said this was an area that needed more attention in their systems. Fourteen (35%) respondents did not think they gained information about career guidance activities from the orientation. The primary reasons given for this response was that their systems already had guidance activities "in place" or they did not think this area was addressed in detail during the orientation.

Table 10. Orientation helpful in developing, implementing, or improving career guidance activities for students?

Respondent N = 40	YES Very much	YES Somewhat	NO	DON'T KNOW
(S)	1	3	4	1
(P)	2	5	2	---
(T)	1	4	3	2
(C)	3	4	5	---
Total	7 (17.5%)	16 (40%)	14 (35%)	3 (7.5%)

f. A course of study commitment process?

More than 75% of respondents found information presented on the course of study commitment process helpful or somewhat helpful. Five respondents said their systems had four-year plans in place before their visit to Richmond County; several thought the orientation helped to confirm the importance of a four-year plan, especially at the middle school level. Only six (15%) respondents did not think they gained information from the orientation regarding the course of study commitment process.

Table 11. Orientation helpful in developing, implementing, or improving a course of study commitment process?

Respondent N = 40	YES Very much	YES Somewhat	NO	DON'T KNOW
(S)	---	6	3	---
(P)	4	3	2	---
(T)	3	3	1	3
(C)	5	7	---	---
Total	12 (30%)	19 (47.5%)	6 (15%)	3 (7.5%)

Table 12. Summary of effectiveness of orientation in developing, implementing or improving various components of a tech prep program.

Respondent N = 40	YES Very much	YES Somewhat	NO	DON'T KNOW
Overall tech prep model and components	14 (35%)	20 (50%)	1 (2.5%)	5 (12.5%)
Curriculum articulation process	14 (35%)	19 (47.5%)	3 (7.5%)	4 (10%)
Staff development plan	8 (20%)	18 (45%)	10 (25%)	4 (10%)
Marketing plan	11 (27.5%)	20 (50%)	6 (15%)	3 (7.5%)
Career guidance activities for students	7 (17.5%)	16 (40%)	14 (35%)	3 (7.5%)
Course of study commitment process	12 (30%)	19 (47.5%)	6 (15%)	3 (7.5%)

Question 5. The tech prep orientation provides an overview of tech prep, a tour of the high school, and handouts and materials.

5a. What did you like best about the following?

Overview of tech prep:

Respondents were generally impressed with the overview of tech prep. Many commented on the quality of speakers and the breadth of information provided. Positive comments were made regarding the commitment from business/industry, the community college, and the public schools.

Table 13. What respondents liked best about overview of tech prep.

	(S)	(P)	(T)	(C)	Total*
Presentation, speakers, information provided	7	6	6	7	26
Community college/business connection; commitment of business and industry, staff	4	2	3	3	12
ROTC presentation	1	2	1	2	6
Video	---	2	---	2	4
How tech prep affects "middle majority"	1	1	1	1	4
Presentation on guidance	1	---	---	2	3
Statistical information	---	1	---	---	1

*Some respondents gave more than one response.

Tour of selected programs at the high school.

The tour was described as "exceptionally good," "great--best part," "really informative." Visitors stated they liked "seeing classes in action" and "talking to students and teachers." Respondents indicated individual classes they enjoyed visiting; i.e., food science, drafting, principles of technology, health services, robotics, machine shop, electronics, and applied courses. Several visitors were surprised to see that "tech prep would not cost as much money as we thought" with regard to facilities and curriculum. Four respondents commented on the "courteous student behavior."

Table 14. What respondents liked best about tour of selected programs at the high school.

	(S)	(P)	(T)	(C)	Total
Subjects, classes, see program in action	2	3	8	5	18
See/talk to students	2	4	4	5	15
See/talk to teachers, counselors, staff	4	1	1	5	11
School facilities; adaptability	3	1	1	---	5
ROTC	1	1	---	1	3

Handouts and materials.

The course of study brochure, "Opening Doors"; marketing; and registration information were handouts and materials visitors found particularly useful.

Table 15. What respondents liked best about handouts and materials.

	(S)	(P)	(T)	(C)	Total
Thoroughness, usefulness	8	7	3	6	24
Pamphlets; curriculum course of study, registration materials, marketing brochure	1	1	3	---	5
Information	1	---	1	---	2
General handbook	1	---	---	---	1

5a. What did you like least about the following?

Overview of tech prep:

Several respondents thought the room the presentations were held was "crowded and uncomfortable" and "hard to see." Others commented that the overview was "too long" as they "wanted to get on with seeing the school." Four respondents from larger school districts did not think the presentation applied to their setting and was adaptable. One respondent who had visited previously thought the presentation appeared to be "losing enthusiasm."

Table 16. What respondents liked least about overview of tech prep.

	(S)	(P)	(T)	(C)	Total
Crowded room	1	2	1	3	7
Too long	---	1	4	1	6
Did not apply to our setting	---	3	---	1	4
Process losing enthusiasm	1	---	---	---	1
Afternoon session; community college visit not as good	---	1	---	---	1

Tour of selected programs at the high school.

Many visitors commented they were "not in the classroom long enough" and would have "liked more time to observe classes and talk to teachers and students." Several said they would have preferred more time in specific areas; i.e., applied courses, specific tech prep courses, academic classes, and guidance. Suggestions were made to divide the tour into groups with specific areas of interest. Other respondents, however, wanted to see all classes. One respondent was disappointed with the "technical part" of the tour and said "if this is a national site, [Richmond County Schools] should be more sophisticated with regard to equipment." Two respondents thought the students "appeared to be set up" and classrooms "staged."

Table 17. What respondents liked least about the tour of selected programs at high school.

	(S)	(P)	(T)	(C)	Total
Too fast; would have liked more time to ask more questions, see all classes	4	2	6	4	16
Would have liked more time to talk teachers and students	2	---	6	3	11
Group too large	---	---	1	1	2
Classrooms/students too staged, set up	---	---	2	---	2
Would have liked to talk to parents	---	1	---	---	1
Did not need to visit some areas	1	---	---	---	1
Disappointed with equipment	---	1	---	---	1

Handouts and materials:

There were few negative comments regarding the handouts and materials. One respondent suggested consolidating all materials and handing them out at the end of the day; "too many separate pieces--need to consolidate."

Table 18. What respondents liked least about handouts and materials.

	(S)	(P)	(T)	(C)	Total
Too many statistics; out-of-date numbers	---	---	---	2	2
Wanted to see how courses are weighted	---	1	---	---	1
Too detailed	---	---	1	---	1
Not available to everybody without cost	---	---	1	---	1

Question 6. Many handouts and materials are provided at the Tech Prep Orientation. Would you or your system be interested in purchasing a comprehensive manual on tech prep to include materials on planning, articulation, implementation, marketing, staff development, and evaluation, if it was developed?

Almost half (45.8%) of the visitors said they would be interested in purchasing a comprehensive manual on tech prep; 15 (31.3%) did not know if their system would be interested in such a manual as they were not in a position to make purchasing decisions.

Table 19. Interest in purchasing comprehensive manual on tech prep.

Respondents N = 48	YES	NO	DON'T KNOW
(S)	7	2	1
(P)	5	3	2
(T)	5	2	7
(C)	5	4	5
Total	22 (45.8%)	11 (22.9%)	15 (31.3%)

Question 7. Do you have any suggestions to improve the Tech Prep Orientation sponsored by the North Carolina Tech Prep Leadership Development Center?

Of the 48 respondents, the group was about equally divided (52%/48%) on offering suggestions for improving the orientation. Most suggestions were regarding the tour and size of groups. Suggestions were made to extend the orientation session to a day and a half and have a full day for campus visitation.

Table 20. Suggestions for improvement of tech prep orientation.

Respondents N = 48	YES	NO
(S)	5	5
(P)	3	7
(T)	9	5
(C)	8	6
Total	25 (52%)	23 (48%)

Table 21. Specific suggestions for improvement.

Comments	# Responses
More time with teachers, students, staff	12
Fewer people at orientation	7
Presentation after lunch too crowded; difficult to see overhead, screens; hard to see/hear	5
Briefer orientation	4
More input from community college, business/industry, and former students	4
Have more time for questions	
Need to see connection between tech prep and applied courses	1
ROTC overdone	1
Not so many transparencies/statistics	1
Need more on staff development, training and how successful it is	1

Question 8. Overall, did you gain what you expected from the orientation.

Most respondents (87.5%) said they gained what they expected from the orientation. Six visitors did not think they benefitted and "did not come back with a full view of tech prep." Reasons cited for not benefitting from the orientation were that visitors wanted "more time with teachers," "more question and answer time," "to see articulation of courses," and to see the community college aspect/relationship.

Table 22. Did respondents gain what was expected from orientation.

Respondents N = 48	YES	NO
(S)	9	1
(P)	10	---
(T)	12	2
(C)	11	3
Total	42 (87.5%)	6 (12.5%)

Question 9. What issues or problems are you experiencing in planning, implementing, or evaluating a tech prep program in your school that you would like information or ideas on?

Respondents gave a variety of responses regarding the issues and problems their individual systems were experiencing in planning, implementing, or evaluating a tech prep program. The need to change the mindset of teachers, "whole mindset issue of what we're all about in serving students," "getting teachers involved," was a key issue. The need for integration of the academic/vocational courses and to provide staff development on teaching methodology, "hands on applied courses," were considered problems areas. Many respondents spoke of the need for more guidance and career counseling, "getting students to enroll" and "training teachers for guidance activities."

Table 23. Issues or problems in planning, implementing, or evaluating a tech prep program that they would like information or ideas on.

Comments	# Responses
Changing mindset of teachers	6
Integration of curriculum	6
Guidance/career counseling	6
Marketing	6
Adapting to different settings; no community college, little industry	5
Low enrollment, motivating students	5
Staff development	5
Money for equipment	5
Starting at middle school	4
Commitment from staff	3
Size and number of schools in system	3
Involving business and industry	3
Applied courses being accepted	2
Turf battles in articulation	1
Trying to go too fast	1
Foreign language versus electives	1

Conclusions

1. Attendees to the Tech Prep Orientation learned of the orientation through a variety of sources; school administration, tech prep consortiums/directors, and vocational directors. Most attendees hoped to see an overview of the program, the program in action, and observe changes in curriculum.

2. More than 80% of attendees January through May 1993 said their systems were implementing/piloting tech prep, implemented some components of a tech prep program, or had a tech prep program fully implemented at the time of contact for the study (mid September-October 1993).

3. Most respondents thought they learned from the orientation and had used the information obtained in their planning, implementation, or evaluation of their tech prep programs. They were not as positive they came from the orientation with as

much information on staff development and career guidance activities for students as they would have liked.

4. Many visitors commented on the quality of the presentation, information provided, and the commitment from business, industry and community college in the overview of tech prep.

5. The tour of the selected programs at the high school was almost unanimously the one thing most visitors wanted when they visited Richmond County. Visitors enjoyed seeing classes and talking to students, teachers, and staff.

6. The handouts and materials were thought to be useful and adaptable to individual systems.

7. Negative comments regarding the overview of tech prep were primarily about the length of the presentation, physical setting, and group size. Many visitors wanted more time with the students, teachers, and touring the school. There were few negative comments regarding the handouts and materials; 45.8% said they would be interested in purchasing a comprehensive manual on tech prep.

8. Most respondents interviewed thought the visit was worthwhile. However, the group was almost evenly divided in offering suggestions for improvement of the orientation. Many comments were made about lengthening, changing, or rescheduling the tour to provide more time and interaction among students, teachers, and visitors.

9. Some problems visitors said they were having in planning, implementing, or evaluating a tech prep program in their system were focused on changing attitudes, integration of curriculum, career guidance and counseling, marketing, staff development, and money.

Recommendations

Following are recommendations for improvement of the Richmond County Tech Prep Orientation based on responses from the sample of January through May 1993 visitors:

1. Consolidate all handouts and materials into one package to be provided all attendees either at the beginning or end of the orientation day.

2. Limit the group size to a smaller, more manageable number of people to allow more interaction and question/answer time.

3. Consider rescheduling orientation sessions to allow more time between sessions; i.e., every third month, etc.

4. Provide more in-depth discussion/information on staff development, career guidance, and the community college aspect of tech prep.

5. Review the feasibility of restructuring tour of selected programs at the high school to allow more time in individual classes.

6. As visitors indicated they were at various stages in tech prep development and implementation, small group, facilitator-led sessions would be helpful for brainstorming and problem solving of specific tech prep issues.

TELEPHONE SURVEY
NORTH CAROLINA LEADERSHIP DEVELOPMENT CENTER
RICHMOND COUNTY TECH PREP ASSOCIATE DEGREE ORIENTATION

Contact ____________________ **Telephone** ____________

System ____________________ **Location** ____________

Position/Title ______________________________

Date/Time Called ______________ **Result** ____________

Date/Time Called ______________ **Result** ____________

Date/Time Called ______________ **Result** ____________

Time to complete interview (minutes): ____________

Result Code:

NA - no answer
CB - call back
REF - refused
NL - individual no longer with system
IC - interview completed (note time in minutes)
IPC - interview partially completed (note time in minutes)

QUESTIONS

1. Have you attended the Tech Prep Orientation sponsored by the North Carolina Tech Prep Leadership Development Center, Richmond County, N.C.? **YES** **NO**

If **YES** - When? ______________________________

a. How did you learn of the orientation?

____

b. What did you hope to gain from attending?

____

____

____

Continue interview.

If **NO** - "Your name was on a list of attendees for ________." Why did you decide not to attend the orientation?

____

(Thank person called, terminate interview.)

2. At this point in time, how would you characterize your system's involvement with tech prep?

_____ Discussion/researching
_____ Planning
_____ Implementing/pilot
_____ Implementing some components
_____ Fully implemented

Comments: ______________________________

____

(If in discussion/researching or planning stage, go to Question #5.)

3. Was your system's implementation of a tech prep program initiated **PRIOR TO, IN THE PROCESS** or **AFTER** your visit to Richmond County?

PRIOR TO **IN PROCESS** **AFTER**

____

____

____

If **AFTER/IN THE PROCESS** - Did information obtained at the Tech Prep Orientation contribute to the above decision?

_____ **YES, Very much**
_____ **YES, Somewhat**
_____ **NO, Very little**
_____ **NO, Not at all**

If YES - What information/experience was particularly helpful?

____

____

If NO - Why not?

____

____

4. Did the orientation help you in developing, implementing, or improving the following components of your system's tech prep program?

a. The overall tech prep model and components?

YES, **very much**	**YES,** **somewhat**	**NO**	**DON'T KNOW**

Comments: ____

____

b. A curriculum articulation process?

YES, **very much**	**YES,** **somewhat**	**NO**	**DON'T KNOW**

Comments: ____

____

c. A staff development plan?

YES, **very much**	**YES,** **somewhat**	**NO**	**DON'T KNOW**

Comments: ____

____

d. A marketing plan?

YES, **very much**	**YES,** **somewhat**	**NO**	**DON'T KNOW**

Comments: ____

____

e. Career guidance activities for students?

YES, very much	YES, somewhat	NO	DON'T KNOW

Comments:

f. A course of study commitment process?

YES, very much	YES, somewhat	NO	DON'T KNOW

Comments:

5. **The tech prep orientation provides an overview of tech prep, a tour of the high school, and handouts and materials.**

5a. **What did you like best about the following:**

Overview of tech prep:

Tour of selected programs at the high school:

Handouts and materials:

5b. **What did you like least about the following:**

Overview of tech prep:

Tour of selected programs at the high school: ____________________

____

____

Handouts and materials: ____________________

____

____

6. Many handouts and materials are provided at the Tech Prep Orientation. Would you or your system be interested in purchasing a comprehensive manual on tech prep to include materials on planning, articulation, implementation, marketing, staff development, and evaluation, if it was developed?

YES **NO** **DON'T KNOW**

____

7. Do you have any suggestions to improve the Tech Prep Orientation sponsored by the North Carolina Tech Prep Leadership Development Center?

YES **NO**

If **YES** - Describe.

____

____

____

8. Overall, did you gain what you expected from the orientation? **YES** **NO**

IF **NO** - Why not?

____

____

____

9. What issues or problems are you experiencing in planning, implementing, or evaluating a tech prep program in your school that you would like information or ideas on?

____

____

____

____

(Draft #6/1993)

REPORT 9

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE

DISSEMINATION EFFORTS 1993-1995

Activity	Number Served	Number Contacts
Dissemination Efforts Non-Adopter Sites		
1993	11,711	77
1994	6,995	139
1995	321	17
Total Dissemination Efforts Non-Adopter Sites	**19,027**	**233**
Dissemination Efforts Adopter Sites		
1993	1,928	14
1994	1,190	21
Total Dissemination Efforts Adopter Sites	**3,118**	**35**
North Carolina Tech Prep Annual Conference		
1993	850+	---
1994	850	---
Total Attendees N. C. Tech Prep Annual Conferences	**1,700+**	---
On-Site Visitations - Tech Prep Orientation Richmond Senior High School 1/93 - 3/95		
Total Visitors	**733**	---
TOTAL NUMBER SERVED 1/93 - 3/95	**24,578+**	

RICHMOND COUNTY TECH PREP NATIONAL DEMONSTRATION SITE

ADOPTER SITE DISSEMINATION EFFORTS

Institution/Location Purpose	Number Served	Conducted By
1993		
Muskegon Community College Muskegon, MI Meeting with secondary middle school and college counselors	60	M. Stogner D. James
Union County Monroe, NC Richmond County Tech Prep Model	75	M. Stogner
Columbus County Whiteville, NC Planning for Tech Prep	100	M. Stogner
Whiteville City Whiteville, NC Applications in Algebra	13	Y. Jordan
Whiteville City Whiteville, NC Applications in Algebra	13	Y. Jordan
Clarksdale Career Center Clarksdale, MS Richmond Tech Prep Adopter Site Technical Assistance	65	M. Stogner
Senatobia Community College Senatobia, MS Richmond Tech Prep Adopter Site Technical Assistance	300	M. Stogner
Athens High School Athens, GA Adopter Site Technical Assistance	225	M. Stogner
Rutherford County Schools Spindale, NC Adopter Site Steering Committee Meeting	35	M. Stogner

(continued)

Institution/Location Purpose	Number Served	Conducted By
1993 (continued)		
Martin Community College Williamston, NC Adopter Site Technical Assistance	2	M. Stogner
Mayhew/Columbia Mississippi Tech Prep Project Mayhew, MS Richmond County Tech Prep Results	100	D. James
Public Schools and Community Colleges Pine Bluff, AR Adopter Site Technical Assistance	200	M. Stogner
Marshall County High School Benton, KY Adopter Site Technical Assistance	140	M. Stogner
Muskegon Area Schools and Community Colleges Muskegon, MI Adopter Site Technical Assistance	600	M. Stogner
Total Adopter Site Contacts = 14 **Total Number Served 1993**	**1,928**	
1994		
Mitchell County Schools Bakersville, NC Tech Prep Steering Committee Planning	15	M. Stogner
Mitchell County Schools Bakersville, NC Richmond County Model	15	M. Stogner
Haywood County Schools Waynesville, NC Tech Prep Committee Chairs TP Planning	30	M. Stogner
Haywood County Schools Waynesville, NC Tech Prep Evaluation	30	M. Stogner
Union County Schools/Wingate College Wingate, NC Steering Committee Meeting	25	M. Stogner

(continued)

Institution/Location Purpose	Number Served	Conducted By
1994 (continued)		
Rutherford County Schools/Chase High School Forest City, NC On-Site Tech Prep Evaluation	75	M. Stogner
Rutherford County Schools/E. Rutherford High School Forest City, NC On-Site Tech Prep Evaluation	66	M. Stogner
Rutherford County Schools/Spindale High School Spindale, NC On-Site Tech Prep Evaluation	75	M. Stogner
Rutherford County Schools Spindale, NC Plans for Tech Prep Improvement	12	M. Stogner
Pamlico County Schools Bayboro, NC Tech Prep Evaluation	30	M. Stogner
Columbus County Schools/Southeastern Com. College Whiteville, NC Meeting with Tech Prep Evaluation Committee	15	M. Stogner
Pamilco County Schools Oriental, NC Applied Academics	48	S. Hamilton
Michigan Department of Education TP Conference Grand Rapids, MI Richmond County Tech Prep Model	85	M. Stogner
Michigan Department of Education TP Conference Grand Rapids, MI Richmond County, NC - A Total Model	65	M. Stogner
Union County Schools Monroe, NC Tech Prep Business & Industries Committee	30	M. Stogner
Franklin County Schools Louisburg, NC Tech Prep Success Stories	250	M. Stogner

(continued)

Institution/Location Purpose	Number Served	Conducted By
1994 (continued)		
Muskegon Community College Muskegon, MI Richmond County Tech Prep Model	200	M. Stogner D. James
Northhampton Community College Bethlehem, PA Tech Prep: From a National Perspective	90	M. Stogner
Reorganized School District #1 Charleston, MO Nuts and Bolts of Tech Prep	20	M. Stogner
Pamilco County Schools New Bern, NC Tech Prep Evaluation	12	M. Stogner
Southeastern Community College Whiteville, NC Adopter Site Technical Assistance	2	M. Stogner
Total Adopter Site Contacts = 21		
Total Number Served 1994	**1,190**	
Total Adopter Site Contacts 1993-1994 = 35		
Total Number Served 1993-1994	**3,118**	

ADOPTER SITES 1993-1994

CONSORTIUM	CONTACT PERSON	SUPERINTENDENT	PRESIDENT
Columbus County/Southeastern Comm College	Macy McRae, Voc Ed Dir	Thomas A. Nance	Steve C. Scott
	910-642-5168	910-640-1010	910-642-7141
Franklin County/Vance-Granville Comm College	Barbara Sherrick	Russell Allen	Dr. Ben F. Currin
	919-496-4159	919-496-4159	919-492-2061
Haywood County/Haywood Community College	Leland T. Blankenship, Voc Ed Dir	Dr. Karen H. Campbell	Dr. Dan W. Moore
	704-456-2400	704-456-2400	704-627-4516
Iredell-Statesville/Mitchell Community College	Samuel Kennington, Voc Ed Dir	Dr. Jesse B. Register	Dr. Douglas Eason
	704-873-4443	704-871-2834	704-878-3200
Martin County/Martin Community College	Janet Knox	Willie C. Peele	Dr. Martin Nadelman
	919-792-5440	919792-1965	919-792-1521
Mitchell County/Mayland Community College	Tim Hensley, Voc Ed Dir	Roger Dale Duncan	Dr. Virginia A. Foxx
	704-688-2101	704-688-4432	704-765-7351
Pamilco County/Pamilco Communuity College	Beulah Prescott, Voc Ed Dir	Russell Cotton, Jr.	Dr. E. Douglas Kearney, Jr.
	919-745-4171	919-745-4172	919-249-1851
Rutherford County/Isothermal Community College	Raymond Liles, Voc Ed Dir	Roger Petty	Dr. Willard L. Lewis III
	704-286-2757	704-286-7016	704-286-3636
Union County/Anson Community College/Stanly Comm	Linwood Ward, Voc Ed Dir	Cliff Dodson	Dr. Donald Altieri (Anson)
	704-283-3650	704-289-9852	704-272-7635
			Dr. Jan Crawford (Stanly)
			704-982-0121
Pine Bluff High School/Pines Technical College	Linda Kittler, Tech Prep Coord	Willis Alderson	Dr. Terry Puckett
	501-543-4309	501-543-4200	501-543-5900
Clarke County School District/Athens Area Technical Inst	James E. Hanks, Dir	John L. Balentine	Kenneth C. Eason
	706-353-3438/706-546-7721 ext.256	706-546-7721	706-542-8050

ADOPTER SITES 1993-1994

Marshall County High School/Murray State University/	Ruth Etta Buchanan, Tech Prep Coo	Kenneth Shadowen	Dr. Ronald J. Kurth (Murray)
Paducah Community College/West KY State Tech. Coll.	502-527-1453	502-527-8620	502-762-3763
			Dr. Len O'Hara (Paducah)
			502-554-9200
			Lee Hinklin,Director
			West Kentucky State Tech
			502-554-4991
Northeast Louisiana TPConsortium	Betty Cooper, Coordinator		
	318-342-1141		
Muskegon Tech Prep Connection/Muskegon Comm Col	Carol Maloney,Tech Prep Coor.		Dr. Frank Marczak,VP
	616-777-0418 M,W,F,		616-777-0254
	616-777-2637 Ext 233 T,TH		
Reorganized School District No.1/Three Rivers	Bill Bacchus, Superintendent	Bill Bacchus	
Community Colleg	314-683-3776 or 3377		
Clarksdale Public Schools/Coahoma Comm. College	Bernie Winkel, Voc Ed Dir	Dr. Carl Weeden	Vivian M Presley
	601-627-8580		
East Mississippi Comm. College	Ellen Shaw, Tech Prep Coord		Thomas L. Davis
	601-243-1908		
South Panola School District/Northwest MS Comm. Coll.	Petrecia Williams, Tech Prep Coord	Dr. Tommy W. Wren	
	601-562-3459	601-563-9361	
Tech Prep Consortium of Northhampton & Monroe Co.	Laurie Gostley-Hackett,TP Director		
Northhampton Community College	215-861-4546		